NEA Today
WASHINGTON, D.C. OCTOBER 1988
A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION
VOL. 7, NO. 2

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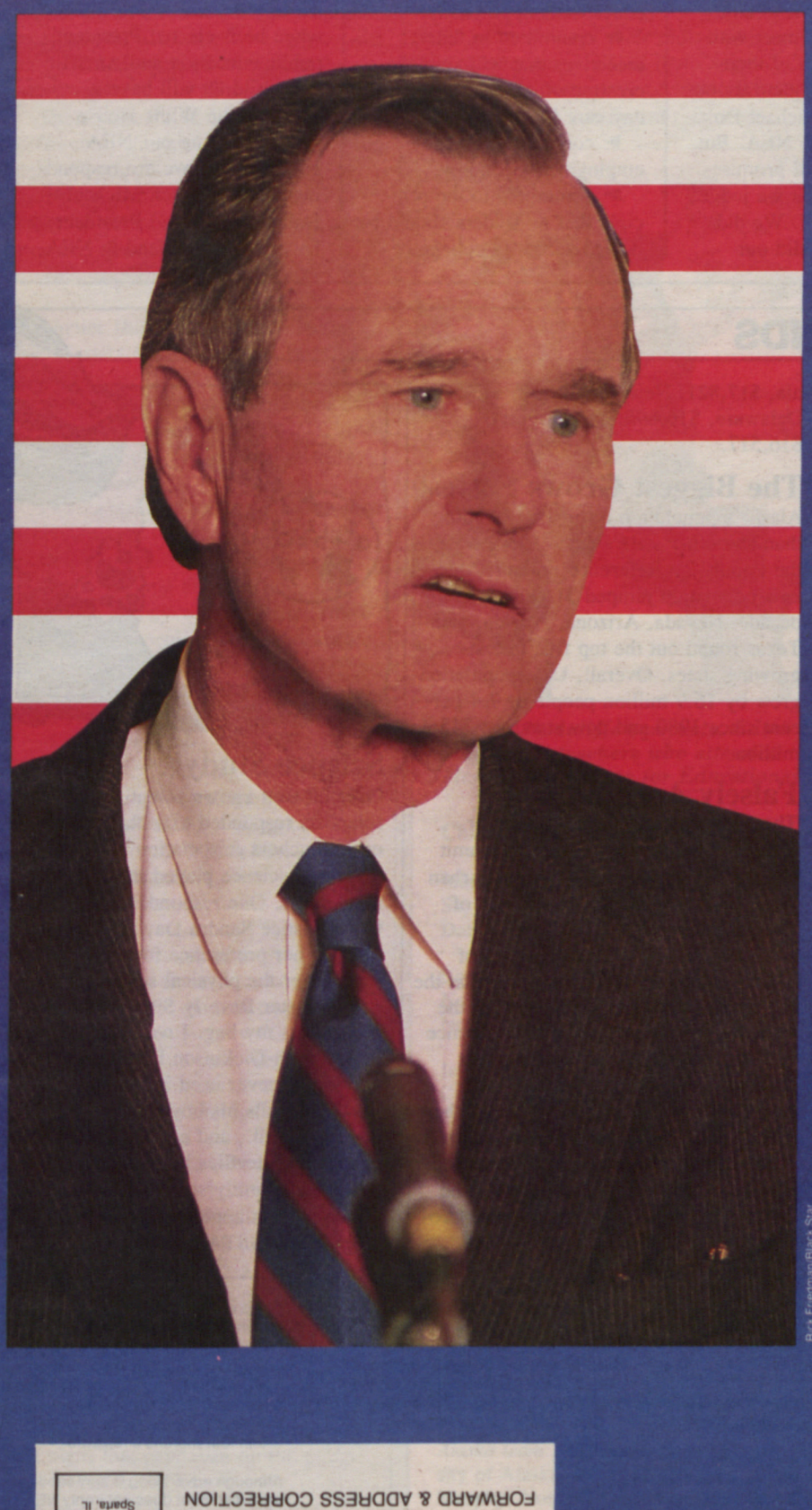
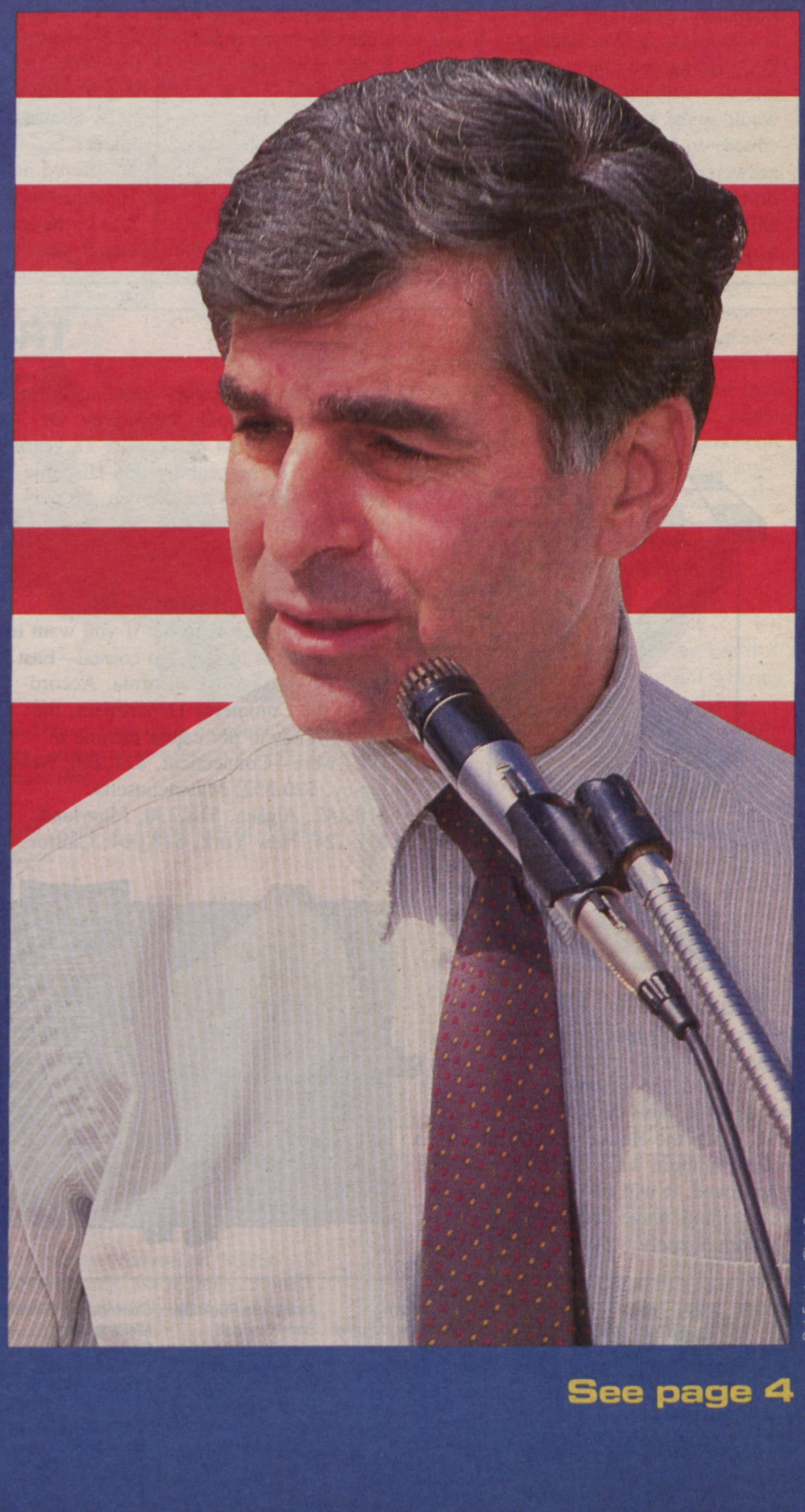


Rick Friedman/Black Star



Rick Friedman/Black Star

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FORWARD & ADDRESS CORRECTION
NATIONAL EDUCATION ASSOCIATION
1201 16th St., N.W. Washington, D.C. 20036
Nonprofit Org.
U.S. Postage
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Permit #104
Sparta, IL

PRESIDENT'S VIEWPOINT

Let the Future Begin

I know Michael Dukakis. Well enough to know that he grows tomatoes in the front yard of his home in Brookline, Mass. I saw them. And that just might be revealing.

No, not the tomatoes. What I'm getting at is that Michael Dukakis has made himself available to your elected NEA officers. He has sought our views and listened to our concerns—to *your* concerns.

In turn, Michael Dukakis has been forthright with his own views. He accepted my invitation to visit our NEA headquarters in Washington, D.C. He agreed to a video interview, which he knew we would make available—unedited—to NEA affiliates. He answered a detailed questionnaire. And this summer Michael Dukakis invited me to visit his home so that he would have a further opportunity to hear the hopes, the fears, and the priorities that we in the NEA family share. We talked a long time.

I don't know if George Bush grows tomatoes. I've never seen his front yard.

These are not personal matters. They *are* political matters. Our Association extended to George Bush the same invitation we extended to Michael Dukakis. We sought an open dialogue. We offered George Bush a forum that would give him access to our members throughout the nation. Every invitation went unanswered.

I find this ironic. For George Bush wishes, he says, to be the "education president." That's reassuring. What is not reassuring is that this man who wishes to be the

Joe Di Dio

NEA President
Mary Hatwood Futrell

"education president" evidently sees no need to talk with educators or meet with the elected leaders of their largest national organization.

By contrast, Michael Dukakis reached out to NEA. But he offered no wild promises. He asked only that we judge him by his record. We did exactly that. We did our homework. And based on what we learned, the 8,400 delegates you elected to our 1988 NEA Representative Assembly voted to officially endorse Michael Dukakis for the Presidency of the United States of America.

His record—not his rhetoric—won our support. The record shows that Michael Dukakis is committed—

► committed to tough, no-excuses-allowed federal leadership that will stop the flow of illegal drugs into our country and our schoolyards.

► committed to policies that respect the moral *and economic* imperative for equal educational opportunity.

► committed to federal incentives that will spur the creation of quality, affordable day care in every state.

► committed to a full-employment economy.

► committed to the principle that no student should be denied access to college because of financial hardship.

► committed to peace, to an America in which our children think about *what* they'll do when they grow up, not *if* they'll grow up.

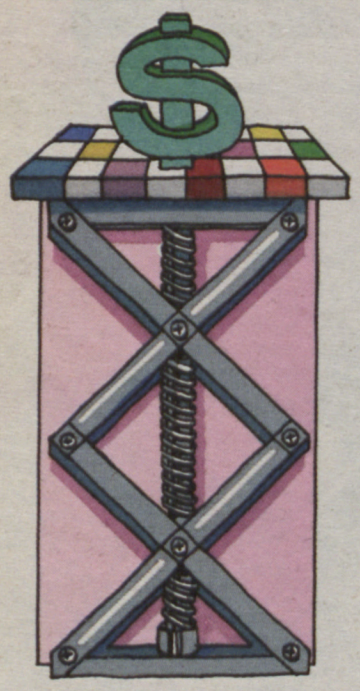
► committed to *an America in which teaching is once again an esteemed profession.*

This list no more than hints at the scope of the agenda Michael Dukakis would bring to the Presidency. It is not an agenda he can accomplish on his own. Dukakis understands that. He knows he will need us.

That is one reason why Michael Dukakis has asked me to tell each of you that when he is elected President, public education and America's children will have a friend in the White House.

In delivering our NEA endorsement, we are responding in kind. When Michael Dukakis is elected President, he will have a friend in NEA.

TRENDS



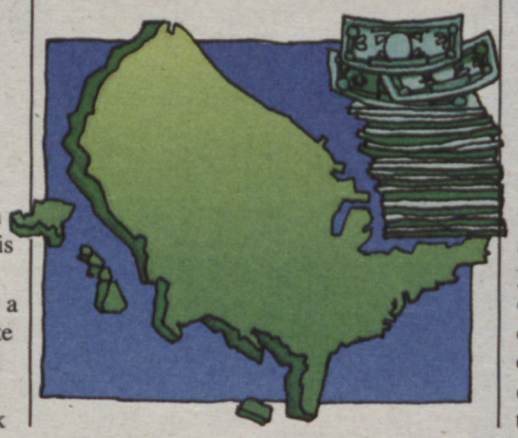
A Max on the Minimum

Congressional debate continues over raising the nation's minimum wage from the current $3.35 an hour. The Senate is proposing to raise the rate to $4.55 by 1991, while the House version calls for a $5.05 minimum wage by 1992. If a hike is approved, it will be the first boost in the minimum wage since 1981.

Approximately 8 million people work at the current minimum wage, according to the Current Population Survey. Of those 8 million, 84 percent are 18 years and older; 80 percent are non-Hispanic whites; 60 percent are women; 86 percent work in service jobs; and 35 percent are members of poor families.

Where the Money Is

The message seems to be: if you want to make the most money, go coastal—East Coast or Alaska or California. According to the Commerce Department, the top 10 states in per capita income in 1987 were—Connecticut, $21,266; New Jersey, $20,352; Massachusetts, $19,142; Alaska, $18,230; Maryland, $18,124; New York, $18,004; California, $17,821; New Hampshire, $17,529; Delaware, $16,696; and Virginia, $16,517.



The Biggest Grows Fastest

Alaska's population has increased more than any other state's since 1980, says the Population Reference Bureau. Alaska's population jumped 31 percent this decade. Nevada, Arizona, Florida, and Texas round out the top five fastest-growing states. Overall, U.S. population grew by 16.9 million people or 7.4 percent since 1980 and now stands at 243.4 million.

Falsely Accused

The often-repeated notion that poor Black youth from urban areas commit many more crimes than white suburban youth isn't true, says a University of Colorado researcher.

Delbert Elliott claims his study of 1,700 youth since 1976 indicates that the two groups of youth commit about the same number of crimes. The difference is that urban Black youth are caught and convicted more often than white youngsters whose parents often get them off the hook. While most crime statistics come from police blotters, Nichols relies on interviews with young people. The confidentiality of their responses is protected by federal law.

Science Study

Over 20 well-known scientists and non-scientists responded to a National Science Teachers Association survey asking what role science played in their childhood years. One respondent, Supreme Court Justice Sandra Day O'Connor, laments her preference for the social sciences over the physical sciences.

Opera star Beverly Sills recalls that "math was my bag. I won a scholarship at Fairleigh Dickinson University, although I never used it." President Reagan recalls his boyhood days in Galesburg, Ill., and a collection of birds' eggs and butterflies he stashed in the attic of his family's rented house. The survey results appear in the September issue of the NSTA journal.

NEA Today October 1988
VOL. 7, NO. 2

NEA TODAY is mailed to all NEA members. Annual subscription price: $2.57 (included in membership dues and available only as a part of membership). Institutional subscription price: $15.00 domestic and $22.00 foreign.

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NEA TODAY (ISSN 0734-7219) is published 10 times a year, monthly except July and August (May/June issues combined) and biweekly in October. Postmaster: Send address changes and circulation inquiries to NEA TODAY, 1201 16th St., N.W., Washington, DC 20036.

Telephone: 202/822-7200. Unsolicited feature stories and news items are invited, but NEA TODAY can make no advance commitment to publish any manuscript. Manuscripts accompanied by self-addressed envelopes bearing sufficient postage will be returned within four months if rejected.

Although advertising is screened, advertisement does not imply NEA endorsement of the product or the views expressed.

TOUCHING THE FUTURE

Educators Begin a New Mission

Meeting at Stanford University this summer, top-notch teachers from around the nation focused their energies on finding new ways to help kids of all ages learn better.

"Technology is not a variation on an old theme. It's a totally new theme. And we have yet to scratch the surface on what to do with it educationally." That's the word from a teacher at the first summer conference of the Christa McAuliffe Institute for Educational Pioneering.

The National Foundation for the Improvement of Education (NFIE), NEA's nonprofit, tax-exempt foundation, created the McAuliffe Institute earlier this year as a tribute to the pioneer teacher-astronaut who lost her life in the Challenger space mission two years ago.

Each year, the Institute focuses on a different theme and provides nationally selected educators an opportunity to work together to advance the profession's awareness, understanding, and practice of teaching.

This year's theme: technology.

Earlier this year, NFIE selected five Christa McAuliffe Educators, all leaders in applying technology to education. The Educators planned the conference and worked with 20 Christa McAuliffe Fellows, selected in teams from six states.

The 25 teachers gathered at Stanford University, in Palo Alto, Calif., to explore the use of technology to improve teaching and learning. But while technology was the focus, much more was happening at the conference, explains NFIE Executive Director Donna Rhodes.

► The conference was designed for teachers, by teachers. Teachers shared their strategies for using technology.

► Teachers had an opportunity to contemplate the future. They talked by phone with futurists both here and abroad to define their own vision of what the next century holds for schools and teachers.

► The conference also provided a rare chance for teachers, who in some cases teach down the hall from each other, to work collegially for a concentrated period of time. They developed proposals and curriculum strategies using technology to achieve their teaching goals.

On the final conference day, as teachers prepared to leave Palo Alto and carry out the plans they made there, North Carolina Educator Gail Morse said, "The Christa McAuliffe Institute really begins today."

Now the teacher teams—like New Mexico Fellows Catherine Angell, Celia Einhorn, Priscilla Norton, and Ann Ziegler—will develop a database with a curriculum menu of tested lesson plans that capitalize on the potentials of technology.

Alaska Fellows Irene Murphy, Patricia Nelson, and Barry Sponder will continue to pioneer distance learning via telecommunications to reach students with various ethnicities and learning styles in isolated areas of their state.

California Educator Lyn Chan spoke for all when she said "technology allows teachers to go beyond the four walls of the classroom." San Diego Fellows Gloria McMillan and Stephen Blake will utilize astronauts in a satellite network for an international reach to build student multicultural understanding.

In a statement of their philosophy, the participants declared that Christa McAuliffe's courage in taking risks inspired their commitment to restructure and shape education for the 21st century. Teachers must take a leadership role, they said, involving community, government, and industry to develop and provide quality education. "We must create a system which empowers learners rather than directs them"—and as a first step, they pledged to expand the electronic network started at the conference.

The first McAuliffe Fellows and Educators left the conference convinced that, like Christa McAuliffe, they can and should "touch the future."

For more information on next year's Christa McAuliffe Institute for Educational Pioneering conference, contact the National Foundation for the Improvement of Education, 1201 16th St., N.W., Washington, DC 20036, 202/822-7840.

Mike Spinelli

Christa McAuliffe's parents, Edward and Grace Corrigan (center), meet with the 25 teachers who attended the first summer conference of NFIE's McAuliffe Institute for Educational Pioneering.

Christa McAuliffe Educators

Merlyn (Lyn) Chan
Skyline Elementary School
Daly City, Calif.

Ron Fortunato
Norfolk Technical Vocational School
Norfolk, Va.

Jeff Holte
Central Middle School
Eden Prairie, Minn.

Gail Morse
J.M. Alexander Jr. High
Huntersville, N.C.

Alan November
Wellesley Middle School
Wellesley, Mass.

Christa McAuliffe Fellows

Alaska team: Patricia Nelson, University of Alaska, Fairbanks; Irene Murphy, North Slope School District and Higher Education Center, Barrow; Barry Sponder, University of Alaska, Bethel.

California team: Gloria McMillan, Paul Jewell, La Jolla High School; Stephen Blake, San Diego High School.

New Mexico team: Priscilla Norton, College of Education, U. of New Mexico, Albuquerque; Catherine Angell, Ann Ziegler, Celia Einhorn, Albuquerque Public Schools.

Ohio team: William Waidelich, Scioto Valley School District, Richmond Dale; Charles Miller, Amanda-Clearcreek School District, Amanda.

Oregon team: Samuel K. Miller, Michael Caley, Jill Heyerly, Anne Peterson, Leonardo da Vinci Middle School, Eugene.

Washington team: Jeanne M. Harmon, Ridgetop Junior High School; Ron L. Gillespie, Central Kitsap High School; Diane Otterby, Brownsville Elementary School; Thom Garrard, District Resource Center; all of Central Kitsap School District, Silverdale.

News Beat

● Growing up is hard to do—and it's getting harder. According to an Education Department report, Americans in their 20s are taking longer to leave the nest and living on declining average salaries. The report showed that nearly 54 percent of 18- to 24-year-olds lived with their parents in 1985, up from 43 percent in 1960. The median annual income (adjusted for inflation) for men aged 20 to 24 declined from $18,792 in 1970 to $14,152 in 1986.

● Another day older and deeper in debt—that's the tune more and more college students are humming on graduation day. The American Council on Education says nearly half—43 percent—of the class of '84 were in debt when they graduated. The average bill: $5,470 each.

● The bad news first. School lunches contain too much salt, too much fat, and too little fiber, says Public Voice for Food and Health Policy, a Washington-based consumer group. Some schools, the group reports, serve "an abundance of fried foods, hamburger, whole milk, high-fat cheeses and sodium-rich luncheon meats, with fatty ice cream and sugary desserts topping it off." Now the good news: things are better than in 1981, when the Reagan administration tried to count catsup as a vegetable.

● American teens are living life in the fast lane—and they're not wearing seat belts. A major survey of over 11,000 8th and 10th graders showed that far too many drink too much, use drugs and firearms, consider suicide, and are misinformed about preventing AIDS and other sexually transmitted diseases. And over half of those surveyed said they hadn't worn a seat belt the last time they rode in a car.

● "Reach for the Power—Teach" is the slogan of a new nonprofit teacher recruitment campaign. Since last April, 55,000 people have at least reached for their phones—to call the campaign for information.

WELL PUT!

"The class of 2001 starts kindergarten this fall. Who among them should drop out? None! One by one, each of those children must be guided along the path to graduation."

—Gordon Ambach, executive director, Council of Chief State School Officers

ELECTIONS '88

THE CHOICE

Michael Dukakis. George Bush. For the first time ever, both major party candidates running for President are actively talking about education. But which candidate, if elected, would actually support *education with more than just words? Which candidate would make the biggest difference for education? The questions—and answers—below may help you make your decision next month on Election Day.*

Cynthia Johnson/Time magazine

George Bush

The Basics. Age 64. U.S. House of Representatives, 1967-71. U.N. ambassador, 1971-73. Head, U.S. liaison office, Peking, 1974-75. CIA director, 1976-77. U.S. Vice-President, 1981-89. Education: Phillips Academy, Andover; Yale University, B.A., 1948.

What has Bush done for education lately?

Over the years that Bush has served as Vice-President, the federal share of the nation's bill for education has dropped by over 30 percent. That fall-off would have been considerably higher if Congress had accepted all the education cutbacks proposed by the White House.

In 1987, for instance, Bush supported a White House budget that would have cut out all federal aid for vocational education. Congress rejected that proposal.

What's his best new idea for education?

Bush has proposed creating a $50 million Fund for Innovation and Reform of Schools and Teaching. Out of this fund, $1 million would go to each state to finance educational experiments.

If the character of these experiments is left up to local communities and education employees to decide, then this proposal reflects the thrust of the "Learning Laboratories" concept endorsed by delegates to last July's NEA Representative Assembly.

But the Bush campaign literature is unclear on who would determine the character of the experiments funded by this program. Last June, Bush said funding would go only to "experiments in such areas as parental choice, merit pay or year-round schools."

Unfortunately, NEA has been unable to clarify the unanswered questions around the Bush proposal. The Vice-President has declined requests from NEA President Mary Hatwood Futrell for an interview on education issues.

Is Bush willing to work collaboratively with NEA members?

As noted just above, Bush has declined NEA requests for an interview.

Bush also chose not to complete the printed NEA questionnaire on education distributed to all Presidential candidates—despite repeated mail, telephone, and special delivery requests by NEA President Mary Hatwood Futrell over more than a 12-month period.

As President, Bush may indeed seek NEA counsel and advice. But there is no indication that this will be the case from his record as Vice-President.

Would Bush increase federal aid to education?

The Republican party platform does not call for any substantial new investment in education. Bush would have to raise federal spending for education by nearly a third to match the buying power of federal aid to education in 1981, the first year of the Reagan-Bush Administration.

Is Bush committed to equal opportunity?

On the two biggest civil rights battles of recent years—the Supreme Court nomination of Robert Bork and the Civil Rights Restoration Act of 1980—Bush took positions opposed to the policies set by delegates to NEA's annual Representative Assembly.

Bush supported both the nomination of Bork and President Reagan's veto of the Civil Rights Restoration Act. This legislation, enacted over the veto, prohibits federal aid to institutions that discriminate against women, minorities, the handicapped, or the elderly.

Would Bush have the courage to reject politically popular panaceas that would be harmful to education?

Bush appears to accept many of the panaceas opposed by NEA members, particularly merit pay. Bush, for instance, advocates federal support for developing "teacher evaluation models" that "could help school boards adopt a generally accepted method for rewarding outstanding teachers."

Bush's prime proposal to improve education also is based on merit-pay programs. His "National Merit School" initiative would funnel special federal grants to schools selected as "meritorious." Such grants would go to about 20 percent of the schools educating large disadvantaged student populations.

Instead of special grants for some schools, NEA favors full federal funding of Chapter 1, the federal program that helps educate the disadvantaged.

Fighting Drug Abuse: Rhetoric and Reality

The most telling statistic in the war against drug abuse may be the street price of drugs.

If prices are down, then drugs are plentiful. Today, the street price of cocaine *is* down, a sure sign that the White House war against drugs is failing dismally.

One of the key "generals" in that war has been George Bush. In 1983, President Reagan gave Bush responsibility over the newly created National Narcotics Border Interdiction System, the federal initiative that was supposed to stop drug trafficking.

"We're waging all-out war against narcotics in our schools, in our neighborhoods, and across the land," Bush announced in 1984.

That "all-out" war didn't turn out so well. Cocaine use among Americans more than doubled from 31 metric tons to 72.3 tons between 1982 and 1985.

One reason behind the failure: the White House seems to place a higher priority on foreign policy adventures—like helping the contras overthrow the government of Nicaragua—than on keeping drugs out of America's schoolyards. The contras have been widely implicated in the drug trade by testimony to the U.S. Senate's top subcommittee on drug abuse.

White House officials similarly ignored voluminous evidence that Panamanian dictator Manuel Noriega was a key drug trafficking figure. The reason? Noriega supported the U.S.-backed contra war against Nicaragua. Keeping that support was more important to the White House than moving against Noriega's drug-running operation.

Eventually, two independent federal grand juries indicted Noriega.

Meanwhile, as governor of Massachusetts, Michael Dukakis has administered an antidrug program that has lowered overall drug use among high school seniors to half the national average. Cocaine use in Massachusetts is 20 percent of the national average.

At the same time, Massachusetts sent five times as many drug offenders to prison in 1987 as in 1983.

ELECTIONS '88

IN NOVEMBER

Steve Liss/Time magazine

Michael Dukakis

The Basics. Age 54. Massachusetts House of Representatives, 1963-71. First elected governor of Massachusetts, 1974. Now in third term. Education: Brookline High School, 1951. Swarthmore College, B.A., 1955; Harvard University, J.D., 1960.

What has Dukakis done for education lately?

Michael Dukakis originally came into office as governor facing a budget deficit of over half a billion dollars. But wiping out that deficit didn't stop him from boosting Massachusetts education. One indicator: Over the past five years, state support for public higher education is up 51 percent—a bigger increase than in any other industrial state.

Dukakis has also signed into law major education reform legislation backed by NEA's state affiliate in Massachusetts—and over 50 other legislative initiatives supported by NEA members in the state. Among the new statutes: a system of professional development grants for teachers, a program to help teachers and other staff members design the governance structure of their schools, and pension reforms that eliminated a discriminatory cap on maximum benefits for retired educators.

What's his best new idea for education?

Dukakis has proposed a National Teaching Excellence Fund, with a quarter billion dollars of start-up funding for the first year of operation.

The Fund would create a national network of centers for teaching and learning where veteran teachers could do research, share ideas, and take sabbaticals. The Fund would also provide scholarships and loan forgiveness for young people who go into teaching and would work closely with the new, NEA-backed National Board of Professional Teaching Standards to establish standards for teacher training and practice.

Is Dukakis willing to work collaboratively with NEA members?

Throughout the campaign, Dukakis has responded quickly and fully to NEA requests for information on his education positions. He fully completed the printed questionnaire submitted by NEA to all Presidential candidates—the survey published last fall in *NEA Today*—and also participated in a videotaped interview conducted by NEA President Mary Hatwood Futrell. Thousands of copies of that video have been distributed to NEA state and local affiliates.

In Massachusetts, Dukakis has worked collaboratively with the Massachusetts Teachers Association throughout his years as governor. This NEA affiliate was the very first organization in the state to support Dukakis' gubernatorial re-election bid in 1982.

Would Dukakis increase federal aid to education?

At the Democratic convention, Dukakis worked closely with NEA leaders to fashion a platform that calls for "significant" increases in federal aid to education.

Dukakis would fund these significant increases by diverting funds from current military boondoggles—like the Star Wars program and subsidies to the contras in Nicaragua—and implementing better procedures to collect unpaid federal taxes. In Massachusetts, similar efforts to collect unpaid taxes helped raise the state share of local school budgets from 23 to 37 percent.

Is Dukakis committed to equal opportunity?

The Dukakis Administration in Massachusetts has consistently emphasized the importance of expanding opportunities. The centerpiece of the Dukakis antipoverty program—the state's voluntary workfare program—has combined job training and child care services to reduce the number of families that stay on welfare for over five years by more than a third.

Under Dukakis, the number of minority employees in state government has doubled. Dukakis has also signed legislation to ensure that all school districts in the state, no matter how poor, are able to spend at least 85 percent of the statewide average expenditure for per-pupil costs.

Would Dukakis have the courage to reject politically popular panaceas that would be harmful to education?

Throughout his tenure as governor of Massachusetts, Dukakis has opposed various schemes, like teacher competency testing, that have been peddled as education "reforms" in other states.

This past July saw a major test of Dukakis' will to resist such politically popular panaceas. The state legislature in Massachusetts passed legislation that would have created a new, voucher-like system of education in the state. This new program would have allowed school districts in wealthy communities to raid poorer districts for high-achieving students. The districts losing students would have also lost state aid.

Powerful state legislators in Massachusetts billed this new voucher-type plan as an example of politically popular "choice" in education. But Dukakis didn't buy the rhetoric. He vetoed the measure—and won plaudits from NEA members in Massachusetts, who strongly opposed the plan.

Bentsen and Quayle: A Stark Contrast

Both the 1988 Vice Presidential candidates are currently U.S. senators. Over the last seven years, Democratic nominee Lloyd Bentsen and Republican Dan Quayle have voted on a wide variety of issues that directly affect NEA members.

Tuition Tax Credits: NEA strongly opposes tax credits for parents who choose to send their children to private schools. In the 98th Congress (1983-84), Bentsen voted against tuition tax credits. Quayle voted for them.

Civil Rights: Over the past year, the Senate has conducted two major debates that affect the rights of Americans. NEA—and Bentsen—opposed the Supreme Court nomination of Robert Bork. When President Reagan vetoed the Civil Rights Restoration Act, Bentsen, supporting NEA's position, voted to override the veto. Quayle supported both Bork and the veto.

Social Security: In the 99th Congress, the Senate voted on retention of the NEA-backed Social Security cost-of-living adjustment. Bentsen voted for the adjustment. Quayle voted against it.

Education Funding: In four separate votes over the past seven years, Bentsen voted for increased federal aid to education. Each time, Quayle voted against the increase.

HUMAN RIGHTS

Good Nutrition Helps Children Learn

When children are undernourished or hungry, they're less physically active, less attentive, less independent, less curious, less interested in their environments, less responsive socially, and less able to concentrate. They're also more apathetic, more irritable, more tired, and more anxious.

None of these traits is conducive to learning.

A new report published by NEA Human and Civil Rights states clearly: "Nutrition has a strong physical, emotional, and intellectual impact on a child's ability to learn."

The report, *The Relationship Between Nutrition and Learning: A School Employee's Guide to Information and Action*, was written by the Food Research and Action Center (FRAC), a nonpartisan advocacy group that addresses the problems of hunger and poverty.

A key point of the report: children who are hungry or undernourished aren't getting an equal shot. According to the report, "An essential step toward attaining equal educational opportunity is ensuring that every child—rich or poor or in-between—goes through each school day on an equal nutritional footing with his or her classmates."

The report summarizes the research on hunger and learning. A few facts:

► Millions of children aren't getting the most out of school because they suffer from mild or chronic undernutrition, hunger, or iron deficiency.

► Mild undernutrition can lead to an increased risk of infections, causing more frequent and more severe illnesses.

► Skipping breakfast impairs a child's school performance in the morning.

► Obesity—our nation's most prevalent form of malnutrition—affects up to 35 percent of adolescents.

► As far as we now know, hyperactivity and behavior problems are not caused by food additives or sugar consumption.

► School food programs do help children learn.

The NEA report encourages concerned school employees to take action to combat hunger and improve student performance in their classrooms. Some suggestions:

► Get a school breakfast program started in your school. It can be run at no cost to the district, without cooking facilities, and with a minimum of scheduling concerns. For more information on how to get one started, get *Fuel for Excellence: FRAC's Guide to School Breakfast Expansion*, available free from FRAC, 1319 F St., N.W., Suite 500, Washington, DC 20004.

► Work with local advocacy organizations involved with hunger and nutrition issues. Keep their brochures and phone numbers handy and, if you have the opportunity, offer them to young mothers or teen parents who might need help.

► Urge your city or town to translate and simplify food program application forms and help families fill them out.

► Help ensure that school lunches provide quality meals in a pleasant atmosphere by getting parents and students involved. A student-parent meal committee could taste-test new foods, help food service staff plan menus, and improve the atmosphere of the cafeteria.

For free brochures on how to start a Youth Advisory Committee, write to: Y.A.C. Chartering, American School Food Service Association, 5600 S. Quebec St., Suite 300B, Englewood, CO 80111.

► Teach about nutrition in ways that are fun and creative. Invite school food service personnel to class to talk about school meals, and ask if students can help prepare food and develop new menus. Have students visit "behind the scenes" in the cafeteria to see the immensity of the task of feeding large groups of people while ensuring nutritional quality.

Nutrition education lends itself to multidisciplinary approaches. Include lessons on math, biology, basic writing skills, cultural differences, history, and sociology.

A limited number of copies of *The Relationship Between Nutrition and Learning: A School Employee's Guide to Information and Action* will be available free of charge. For a single copy, write to NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036. —*Stefanie Weiss*

Carl Purcell

WASHINGTON WATCH

Carolyn Salisbury

Former Secretary of Education William Bennett

A Not So Fond Farewell To Secretary Bennett

William Bennett, President Reagan's second Secretary of Education, recently left his post. During his three-year tenure, he was fond of issuing report cards for America's public schools. What kind of grades would the secretary get if his record of achievement were put under the microscope?

For his efforts to be controversial, provocative, and bombastic, the Secretary deserves an A+. For his role as caretaker of the nation's federal education programs, he doesn't even pass.

Bennett's record of achievement for education programs is long on rhetoric, short on substance. While he should be credited with helping maintain a high profile for the education reform movement, his tenure is one marked more by opportunities missed than by opportunities seized.

The Secretary gets his worst marks for continual efforts to cut federal education funding—already at an all-time low when he took the job. Each of the Reagan Administration budgets he presented to Congress—except for this election year's—called for slashes in some of the most essential federal education programs.

During his first year as secretary, Bennett called for $2.6 billion in proposed cuts to the federal higher education student aid programs alone. That same year, Bennett also backed a proposal to eliminate all funding for a vital section of the Impact Aid program. And in the face of high dropout rates and worsening conditions in our urban schools, Bennett tried to erode Chapter 1 compensatory education programs for disadvantaged students.

With current funding, only five million of the 14 million children eligible for Chapter 1 services are receiving help. Yet, rather than propose hefty increases in funds for this time-proven program, Secretary Bennett became a prime advocate for The Equity and Choice Act (TEACH), which would have turned Chapter 1 into a voucher program.

NEA successfully beat back in Congress many of the program cuts proposed by Secretary Bennett. But by forcing NEA and other education advocates to defend existing programs, Bennett effectively stopped efforts to expand services to thousands and thousands of students who could have used the help.

Instead of using increased national concern for education to improve it, Bennett used his bully pulpit to promote a platform of "content, character, and choice." Bennett published simplistic accounts of "what works" to improve the schools, and put forth a narrow view of what students' learning about "civilization" should encompass. He stressed the need to beef up accountability through more testing of students and teachers, called performance-based pay the "best way we have to reward teachers who do well and to prod others to improve," and urged school districts to "dramatically open up the ranks" of potential teachers by no longer requiring education degrees.

Clearly, William Bennett's public relations persona during his tenure as Secretary of Education paved the way for his own economic and perhaps political future. But his desire for headlines rather than substance did nothing to ensure a better future for our nation's students.

—Andrea DiLorenzo, NEA Government Relations

Local Look

WISCONSIN

When the Janesville school board laid off 89 teachers last spring to cut costs, students staged a sit-in strike, parents raised cain, and teachers picketed school board meetings.

The pressure worked. Over the summer, the school board reinstated all 89 teachers and settled a three-year contract with the Janesville Education Association. Over the course of the contract, teacher salaries will go up nearly $5,000.

Increased funding for Janesville's schools will come from a rise in local taxes.

JEA president and fifth grade teacher John Beam says community sentiment was clear: if it takes more money to maintain quality education, then we'll pay it.

With top-quality schools and the lowest tax rate for a city its size in the state, Beam says, "people in Janesville know they've had a good, soft ride too long."

MASSACHUSETTS

Last June the current contract of the Agawam Education Association still had 15 months to run—but the bargaining team was initialing a new pact. The three previous negotiations had gone to mediation, so when the Association suggested opening negotiations, the school board agreed—and in seven-and-a-half-hours' bargaining, the two sides reached tentative agreement.

The new pact will run from September 1, 1989, through August 31, 1992. During that time, teachers at the salary maximum will get raises of 23 percent and those at other levels will get 15.75 percent (plus increments), along with 8 percent a year in other economic adjustments.

"The early settlement is doubly amazing," notes AEA President Gail Dion, "since our last negotiations—a little over a year earlier—lasted a year and AEA had to resort to job actions to secure a fair contract. Now we can look forward to four years of devoting our undivided attention to teaching."

TEXAS

Between April 1986 and May 1988, the Lubbock Independent School District "privatized" the jobs of nearly 1,000 bus drivers, maintenance workers, food service workers, and custodians. The Marriott Corporation got the contracts for custodial and maintenance work; ARA Services, for food service; and Durham Transportation, for bus service.

But today the nearly 300 maintenance workers and custodians on the Marriott payroll are represented by a private-sector union, the NEA/TSTA-affiliated Lubbock Education Support Personnel. This in a state where collective bargaining by *public* employees is illegal!

Lubbock ESP won the right to represent the Marriott workers in an August 30 election conducted by the National Labor Relations Board (NLRB), which regulates private-sector collective bargaining.

"We couldn't have won without the support of the entire NEA/TSTA family," says maintenance worker Don Maynard, chief negotiator for LESP.

"Lubbock County teachers helped us organize. And Amarillo ESP leaders came down to tell us what happened when their school board moved to contract out bus service. The Amarillo local immediately collected NLRB cards requesting a representation election from more than 90 percent of the district's bus drivers. When the Amarillo board was told about that, that was the last anybody heard about contracting out bus service."

MICHIGAN

The Grand Rapids school district learned an expensive lesson recently—subcontracting doesn't pay.

In 1983, hoping to save money, the district contracted out its Head Start program to a community organization, laid off eight Head Start teachers covered by the Grand Rapids Education Association contract, and hired new teachers at lower salaries.

But GREA's contract banned subcontracting, so GREA filed a grievance. The Association won the case in arbitration—and later at the circuit court, district court, and state supreme court levels.

In 1988, the school district finally agreed to pay nearly 40 teachers lost wages and interest totaling $88,346. In addition, the original eight Head Start positions were restored to the bargaining unit.

Karilyn Frederick, GREA president, says the victory is another example of how Association membership pays. "Individuals would never have been able to fight this battle in isolation. Together, with help from a state Association attorney, we were able to win."

RHODE ISLAND

It was 3:30 in the morning when the bargaining teams of the Newport Education Association and the local school board reached agreement on a new three-year contract. Five hours later, the contract ratified unanimously, NEA members were headed for class—it was the first day of the 1988-89 school year.

"For days, people were just smiling in the corridors," says NEA President Tia Scigulinsky, who teaches history at Rogers High School. "We have a wonderful contract."

NEA emerged from ten 10-hour days of mediation with freedom from before- and after-school supervisory duties, seniority as the determining criterion (all other factors being equal) for promotion to all positions through the level of principal, no involuntary transfers from one school to another, protection for special subject teachers from assignment to more than two schools, and a 15 percent average wage hike over the life of the contract.

"We were able to do it because every single member was solid," Scigulinsky says. "We came out of this more united than ever before."

CALIFORNIA

Some 520 teachers and school support workers in Culver City, Calif., are among the newest members of the NEA family.

The approximately 120 members of the Culver City Teachers Association had been represented by a local of the California Federation of Teachers, the AFL-CIO state affiliate, for more than 10 years. Year by year, they became more dissatisfied with that representation. Last spring they voted 135-117 to join NEA and the California Teachers Association.

The move by the teachers encouraged ESP in Culver City to put their own representation to a vote. In an initial election, the incumbent representative—the independent Classified School Employees Association—came in behind both NEA and AFT. NEA then won a run-off election with AFT, 102-62.

As we go to press, Culver City teachers are at the bargaining table. Their major goals: increases in salary and elimination of the cap on health benefits. At the same time, their ESP colleagues are preparing to begin negotiations.

LOBBYING EFFORT PAYS OFF

Matthew Freeman

A few of the Kodiak Island ESP who helped in the campaign to win bargaining rights for Alaska school support staff. From left, they are: Lynne Jackson, a secretary; Jan Brenteson, also a secretary; Molly MacIntosh, a library aide; Bruce Garrett, president of the Association and day custodian; George Cusick, a night custodian; and Carl Jones, a day custodian.

Alaska ESP Gain Right To Bargain

With unity comes strength. ESP Association members in Alaska proved the maxim last spring when the added clout of two new affiliates spelled success for support workers' 10-year effort to obtain a collective bargaining law from the state legislature.

Both new locals—the 170-member Kenai Peninsula Educational Support Association (KPESA) and the 92-member Kodiak Island Education Support Association (KIESA, some of whose members are pictured above) worked long and hard to get the bill passed. KPESA President Royce Adams, head secretary and office manager of Kenai Peninsula High School, organized a letter-writing/telegram campaign to legislators. Two KPESA members traveled hundreds of miles to the state capitol in Juneau to testify at a hearing on the collective bargaining bill, and Adams herself spent many hours on the phone with legislators.

KIESA past President and central office secretary Lynne Jackson led a massive lobbying effort in her area. In less than three months, some 1,300 public opinion messages (special mailings of 50 words or less) and many letters and phone calls urging passage of the bill poured in to legislators' offices from Kodiak. One member traveled several hundred miles to lobby in Juneau.

Now that the hard work has paid off, it's down to business at the bargaining table.

BUILDING A BETTER PROFESSION

You teach. You plan. You correct and grade. To protect your rights and advance your profession, you stay on top of what's happening in your school district, state, and nation through your local, state, and national NEA affiliates. To keep abreast of the latest developments in your academic discipline, you can count on the many different subject-area groups that work with NEA.

The groups listed below all stand with NEA in the ongoing campaign to build a stronger profession for the men and women who have dedicated their careers to helping young people learn.

The International Reading Association

IRA works to improve reading instruction and promote lifetime reading. Its publications include a bimonthly newspaper, four professional journals, and about 10 professional books per year. IRA sponsors an annual convention and regional conferences; members participate in more than 1,200 local councils. Membership is open to teachers, administrators, consultants, and other professionals interested in reading education. Dues range from $18 to $100, depending on the type of membership selected. For more information, contact IRA, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714, 302/731-1600.

The Music Educators National Conference

MENC works to ensure that every student has access to a balanced, comprehensive, and sequential school music program, and to improve the quality of teaching, research, and scholarship in music education. MENC produces journals in research and general music; has a professional library of 70 books and audiovisual materials; sponsors Music in Our Schools Month and the World's Largest Concert, conferences, and national awards. Membership is open to all persons engaged in music-related educational work. National dues are $37/year, plus state dues. For more information, contact MENC Communications, 1902 Association Dr., Reston, VA 22091, 703/860-4000.

The National Art Education Association

NAEA furthers art education through professional development, service, advancement of knowledge, and leadership. The 12,000-member group produces publications that track the latest developments and research in the art field; sponsors conferences, awards, and the National Art Honor Society for middle and senior high school students; produces customized teaching resources free (for members only); and provides technical assistance for its state associations. Membership is open to all persons engaged in art-related educational work. For more information, contact NAEA, 1916 Association Dr., Reston, VA 22091, 703/860-8000.

The National Association of School Nurses

NASN promotes the delivery of quality health programs to the school community by strengthening the professional growth of school nurses and advancing the practice of school nursing. It sponsors national and regional conferences, regional physical assessment skills seminars, and home study programs through journal and correspondence courses. Membership is open to registered nurses who meet state certification requirements, are primarily assigned to school health services, and are eligible for membership in the state school nurse association. Dues are $40/year. For more information, contact NASN, P.O. Box 1300, Scarborough, ME 04074, 207/883-2117.

The National Council for the Social Studies

NCSS is a 25,000-member organization devoted solely to social studies education. It provides information on social studies curriculum topics and current issues in the profession, and its local, state, and regional councils provide a network for social studies educators. Members receive *Social Education* and *The Social Studies Professional* and discounts on publications and annual meeting registration. Membership is open to all social studies professionals; dues are $40/year. For more information, contact NCSS, 3501 Newark St., N.W., Washington, DC 20016, 202/966-7840.

The National Council of Teachers of English

For over 75 years, NCTE has offered its members the opportunity to keep in touch with current ideas and developments in English and language arts education. With over 100,000 members, the Council works to meet the needs of individual English teachers and the collective goals of the English teaching profession. Membership includes a subscription to one of three section journals written for teachers at the elementary, secondary, and college levels; dues are $35/year. Members receive discounts on publications and convention registration. For more information, contact NCTE, 1111 Kenyon Rd., Urbana, IL 61801, 217/328-3870.

The National Council of Teachers of Mathematics

NCTM's goal is to improve the teaching and learning of mathematics at all levels. *Curriculum and Evaluation Standards for School Mathematics* will provide new directions for mathematics education and will be sent free to all members when released in April 1989. NCTM sponsors Mathematics Education Month (April) and provides members with free materials. Membership benefits include professional journals, newsletters, publication discounts, and reduced convention fees. Dues are $40/year for individuals and $45 for institutions. For more information, contact NCTM, 1906 Association Dr., Reston, VA 22091, 703/620-9840.

The National Science Teachers Association

NSTA is the largest organization in the world devoted to the improvement of science education. Its 50,000 members are classroom teachers, teacher trainers, and administrators, preschool through college. NSTA publishes four journals featuring classroom activities, teaching strategies, posters, resource listings, and applications of current research. In addition, NSTA produces a variety of special publications and conducts four conventions a year. NSTA sponsors award programs, inservice workshops, short courses, an employment registry, and educational tours. For membership information, contact NSTA, 1742 Connecticut Ave., N.W., Washington, DC 20009, 202/328-5800.

State Side

MIDWEST

Minnesota: In an unprecedented act, the MEA filed a lawsuit against the state board of education to ensure reasonable class sizes. MEA President Bob Astrup says the board illegally modified a rule governing class size, allowing school districts to go over the legal limit of students per teacher simply by submitting written notice to the state department of education. **Missouri:** Teachers will elect members to districtwide professional development committees. Their task: to develop professional growth opportunities for teachers, facilitate faculty input, and work with teachers to identify instructional problems and solutions. **North Dakota:** NDEA will push the state legislature to increase education funding and allow contract talks that reach impasse to be settled by arbitration. **South Dakota:** Half the schools could be closed and 3,000 teachers laid off if Proposition 2, a ballot initiative that would cut property taxes, passes. **Wisconsin:** Teachers are gearing up for another legislative battle to achieve improved benefits in the state's public employee retirement system.

PACIFIC

Montana: MEA is conducting a public affairs project to improve teacher pay. Teacher salaries in the state rank 38th nationwide, down from 25th a few years ago. The state board of education (on which Association members now make up the majority) held statewide hearings in the spring and summer on proposals for new standards for school accreditation... **Nevada:** NSEA is working to place an initiative on the ballot to tax corporate profits, thereby bringing the state more than $100 million annually for education—money that could be used to improve teacher salaries and reduce overcrowding in schools... **Oregon:** Reliance on local property taxes for 70 percent of school funds continues to be a major concern. OEA has worked with a governor's task force that, as we go to press, is preparing a report on the subject...**Washington:** WEA implemented a one-time $12-per-member assessment to fund a $1 million public awareness program focusing on school funding, salaries, and class size. WEA estimates that the $10 billion biennial state education budget needs an additional $1 billion to adequately meet the needs of education.

WEST

Arizona: For the first time in recent memory, the state's total education budget dipped below 60 percent of the general fund. The cause: competing social needs. The effect: more inequality among schools, as poorer districts can't compensate by upping property taxes...**Kansas:** Through vigorous lobbying and coalition-building, Kansas-NEA got education more new money—$32.5 million—from the state's income tax windfall than the governor had proposed. What K-NEA couldn't do: talk legislators into substantially raising the lid on school district budgets...**Nebraska:** NSEA members are upbeat—they hope improvements in the state's economy, coupled with legislative improvements in teacher retirement and state aid, may be harbingers of spending increases for education this year...**Oklahoma:** OEA members are working to reelect to the state legislature the friends of education who last session helped secure mandatory health insurance for education employees and make property tax-setting procedures fairer and more flexible.

NORTHEAST

New York: NEA-NY has signed on to a new state "blueprint for learning and teaching" developed with Association participation. The blueprint recommends a radical restructuring of the state's education system...**Pennsylvania:** PSEA's 1988-89 legislative goals: lower elementary class size, better special education and vocational education regulations, health care for retirees, and more early childhood education. In bargaining, career salaries get emphasis. Also sought: more involvement for parents in schools, for teachers in school decisions... **Rhode Island:** Teachers' salaries rank high among the states: NEA-RI's slogan is 'Why not No. 1?' ESP's lagging salaries get serious attention, as do implementing a new class size law and fighting for a standards board. Early in 1989, an NEA-RI TV series will start presenting school issues to the public... **Vermont:** This is the school year of the special needs of children. The last legislature passed a special education bill—now VT-NEA wants to see that law translated into services for children. An Association-backed bill for a teacher majority professional standards board is due up in the legislature.

SOUTHEAST

Louisiana: LAE will help set specifications for a statewide teacher evaluation to be piloted for the next two years. The evaluation law provides for appeal. Teachers still get tenure, but lifetime certification's no longer being awarded...**Mississippi:** MAE stepped in to protect employees' established rights when Laurel city schools merged with the Jones County system under court order. Five fall MAE conferences are updating educators on site-based decision making and professional standards...**Puerto Rico:** The last legislative session handed teachers a raise that made them the Commonwealth's highest-paid government employees. Now AMPR is working for better school, schoolyard, and classroom environments. AMPR also is an important part of a government drive to get dropouts back into school...**South Carolina:** Since legal victories restored dues check-off, SCEA is pointing out to the public that the funds for the state's doomed appeal could be better spent on schools. SCEA's next goal: retirement with full benefits after 25 years...**Tennessee:** The mountain of useless paperwork facing teachers will be turned into a molehill, thanks to a joint study by TEA and the state department of education. The department is now carrying out the study's recommendations. Rural districts are suing the state because they can't afford the educational program specified in the state constitution.

MID-ATLANTIC

Kentucky: How schools should be funded will inspire heated debate this year. A circuit court ruled last spring that educational quality shouldn't depend on the wealth of each school district. The state will appeal. **Ohio:** An inadequate education budget has forced dozens of school districts to borrow from the state emergency loan fund or make major cuts in staffing and programs. OEA will work to restore education as a state funding priority. **Virginia:** VEA will push for a state professional standards board, for increased teacher salaries, and for a law giving public education employees bargaining rights. **West Virginia:** With no legislative commitment to increase education funding, average teacher salaries are now 46th in the nation. Responding to offers of higher pay in other states, teachers are leaving in droves—causing a severe teacher shortage.

REFORM REVENUES

State Figures Vary Widely

Total school revenues rose by 34.1 percent in the four years after the current wave of school reform began in 1983. State-to-state differences are substantial, though, ranging from Oklahoma's decrease of 10 percent to Alaska's 87.9 percent increase. State revenues account for almost half the revenue for schools.

New England	
Connecticut	43.8%
Maine	37.5
Massachusetts	21.5
New Hampshire	34.8
Rhode Island	28.6
Vermont	34.1

Middle Atlantic	
Delaware	32.3
Maryland	32.9
New Jersey	34.5
New York	32.4
Pennsylvania	32:9

Midwest	
Illinois	28.1
Indiana	33.4
Michigan	19.3
Minnesota	29.1
Ohio	25.7
Wisconsin	30.4

West North Central	
Iowa	13.2%
Kansas	25.6
Missouri	31.3
Nebraska	24.9
North Dakota	4.6
South Dakota	22.0

East South Central	
Alabama	22.9
Kentucky	30.3
Mississippi	43.4
Tennessee	36.9

South Atlantic	
Florida	48.9
Georgia	38.9
North Carolina	42.1
South Carolina	47.0
Virginia	42.7
West Virginia	43.7

West South Central	
Arkansas	36.5%
Louisiana	12.5
Oklahoma	−10.0
Texas	40.3

Mountain	
Arizona	N/A
Colorado	31.0
Idaho	31.3
Montana	26.6
Nevada	31.9
New Mexico	17.4
Utah	31.7
Wyoming	27.5

Pacific	
Alaska	87.9
California	58.7
Hawaii	28.8
Oregon	22.5
Washington	39.2

Source: National Conference of State Legislatures from NEA data

COLLEGE TUITION...

REALIZING the American Dream

A little more than a year ago, Gabriel Garduno—then a sixth grader at Los Angeles' 52nd Street School—didn't think he'd ever have the chance to go to college. The money just wasn't there. Gabriel's mother is the sole support of his family—Gabriel, his two brothers, and a sister. But today the John Muir Junior High student, with his eye on a career in computers, is making firm plans for a university education.

What changed Gabriel's life and future so dramatically? The initiative of one of a number of endowments springing up across the country to send select groups of needy, at-risk children to college. Gabriel's benefactor, Win Rhodes Bea of the Whittier Corporation, established a $1.5 million-plus endowment to pay the tuition of every one of the 210 students who in June 1987 were sixth graders at either the 52nd Street School or nearby Holmes Elementary—schools whose graduates are likely to drop out of high school.

Nationwide, most beneficiaries of recent endowments are middle graders, who still have several years to go before they'll be ready for college. During these years, counselors work with the youngsters—who often have low self-images—to convince them they can be successful.

The plan that's benefiting Gabriel is particularly ambitious. As part of the I Have a Dream Foundation (see story at left), established by New York industrialist Eugene Lang in 1986, it meets stringent requirements, including providing one counselor for every class. These counselors—who constitute a liaison between school and home—are available 24 hours a day to help with any problem the kids may have, and they'll continue to work with them through their first year of college.

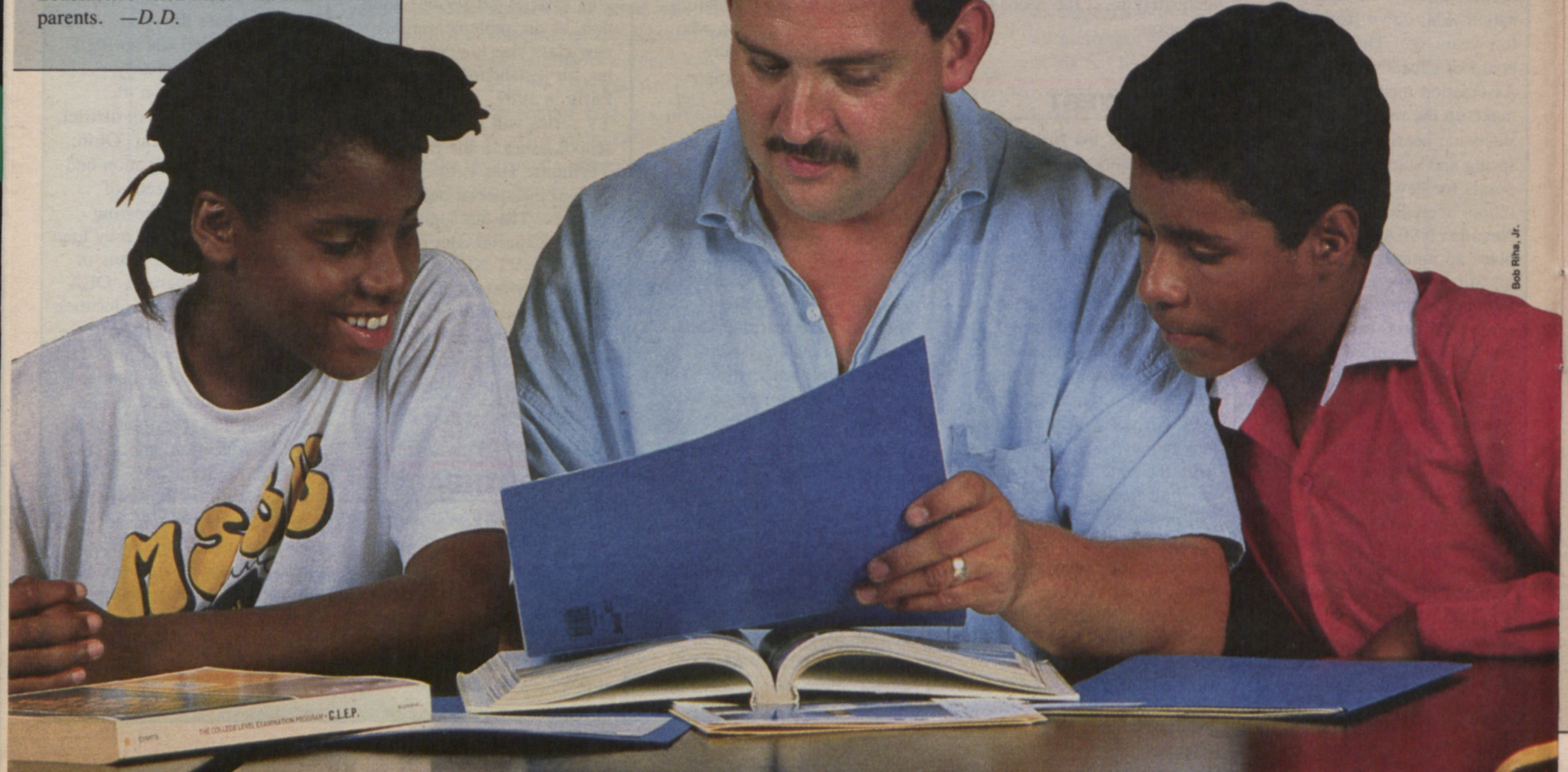
Like the other counselors in the 52nd St.–Holmes program, Bill McKenzie works out of the local Boys Club, with a second office at the school that most of his students attend. He meets with the kids regularly during lunch hours and after classes, building their self-confidence and steering them toward success. McKenzie also takes his charges on weekend and summer outings to museums, the theater, the beach. "We've developed a real rapport," he says, "a wonderful relationship."

But a counselor's work isn't all fun and games. McKenzie has also gone to court with one boy and helped another find a more stable home. "Mainly, we want these kids to know someone's there to go to bat for them," he says.

Bea's endowment will provide the students with tuition at a California State College or the equivalent amount for a college of their choice. Just 16 months into the program, however, the University of Southern California, Cornell, and Columbia University have all agreed to accept a student's endowment as payment in full for tuition. As time passes, other schools may agree to do the same.

Like many of her colleagues at the 52nd Street School, special education teacher Lois Bradford keeps tabs on the students who are in the program. Many have made a complete turnaround, she notes: during the past year, they've become much more receptive to school.

Maria Richards (left) and Gabriel Garduno, students in the Los Angeles 52nd St.–Holmes program, confer with counselor Bill McKenzie.



Bob Riha, Jr.

Making Dreams Come True

Eugene Lang (above) is the New York industrialist whose I Have a Dream Foundation has already transformed the lives of some 4,000 children—and the number grows daily. The philanthropist started the ball rolling in 1981 when he gave the commencement address at P.S. 121 in East Harlem and promised to send any member of the 61-student sixth grade class to college if he or she could meet the entrance requirements. Since then, philanthropists around the country have been calling Lang to ask how to set up similar programs. In response, Lang formed the I Have a Dream Foundation two years ago.

To be sanctioned by the Foundation, a philanthropist must provide at least $250-350,000 for a 10-year annuity, hire at least one counselor for each class, house the program in the headquarters of a community-based organization, and meet regularly with the student recipients.

Director of Support Services Tony Lopez notes, "The issue isn't money itself, but a personal commitment." Benefactors often meet with students and parents. —*D.D.*

...WITH A PERSONAL TOUCH

THE Dream

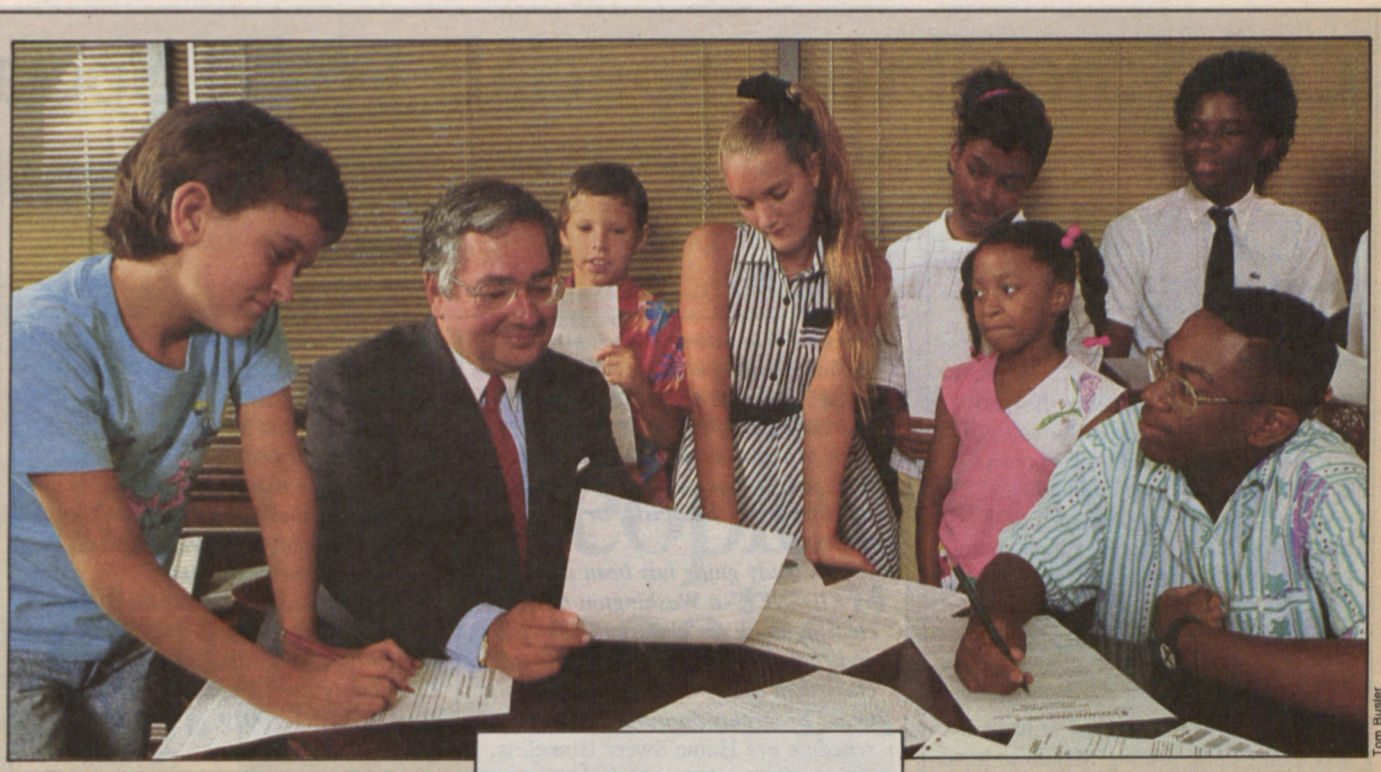
It takes incentive and money to get a college education. These days philanthropists are providing plenty of both to select groups of needy students.

Association member Bradford praises the counselors' dedication: "Last year they even took the time to track down three students who'd left the area without a word."

Not all endowment programs provide their own staff. Many depend on school counselors and parents to keep students headed in the right direction. That's the case in Tennessee, for example, where Kansas City Royals baseball team co-owner Avron Fogelman this year set up the Scholars Program for some 11,000 public school students in Memphis and surrounding Shelby County.

Fogelman's program offers four years of paid tuition at Memphis State University to anyone who has financial need at the time of high school graduation. Students may enroll in the seventh grade, or in eighth or ninth grades if they're newcomers. Then they must follow strict guidelines—like taking part in community projects and maintaining a 2.75 grade-point average.

"That's where we come in," explains Memphis Education Association President and guidance counselor Carrie Harris, as she notes the importance of directing students to the right courses and encouraging them to participate in school activities. "Not every participant will meet the criteria for a paid tuition," she adds, "but they'll all benefit, because the program instills serious study habits and responsible citizenship."



Tom Busler

Businessman Avron Fogelman meets with current and future participants in his Scholars Program.

Fogelman, a Memphis native, established the Scholars Program to repay a community he feels was good to him. Program director Hallie Elliot sums up his philosophy: If you don't have an educated population, you won't have secure, committed people to help your community grow.

Joe Di Dio

Carrie Harris

Critics of programs like those in Los Angeles and Memphis question whether setting up endowments for select groups of students is the best way to achieve an educated community. They maintain that focus on individual student achievement diverts public attention from the causes of undereducation in inner-city schools. Rather than helping just a relatively small number of children, they propose starting a general campaign that would benefit all.

Tony Lopez, director of support services for the I Have a Dream Foundation, defends the role of endowments. Sure, schools should be doing much more, he agrees. But since they're not, "we're taking small groups of kids and getting them the resources they're entitled to. We can't help every child. But we're doing what we can."

Educating a child is the job of the entire community, not just the schools, notes Lopez. Today's schools not only teach, but also feed and meet the medical needs of children. If all parts of the community buy into their roles, teachers can do what they do best: teach.

Chrysler Motors chair and philanthropist Gerald Greenwald would probably agree: the program he set up last year mobilizes community volunteers to help see kids through. Greenwald's $775,000 Believers Program will benefit 50 1987-88 fifth graders in the University City, Mo., public schools. The endowment will pay four years of tuition for each youngster at any state college or trade school, or an equivalent amount at another school. A selection committee—composed of a retired teacher, a police captain, a local Chrysler plant manager, and Believers Program director Jerry Sandweiss—chose the recipients from 115 applicants on the basis of financial need and commitment. Volunteers will work with the kids for the next seven years and possibly beyond.

A "mission committee" of six teachers and four principals is exploring how these volunteers can best serve the kids as they help raise the students' expectations and improve their potential to succeed in school and in their future lives. As in the other programs, parents too will be actively involved.

Program director Sandweiss explains that Greenwald established the endowment because as a young student he didn't have much money but learned to believe he could achieve any goal. Greenwald credits University City's public schools with instilling that faith in him and, like Fogelman, wants to show his gratitude in a tangible way.

University City Education Association President Hadley Wintner is enthusiastic. For him the program means that 50 kids with the ability and desire to go to college—but not the financial wherewithal—will now have a way to pay for their higher education.

Wintner points out another benefit, one that applies to all endowment programs. "It's a beginning," he says, "an opportunity for districts and philanthropists to form more partnerships and to learn to work together building a better tomorrow for children who would otherwise have little hope."

—Diane Dismuke

RESOURCES

CBS Schoolbreak Specials Probe Social Problems

Upcoming CBS-TV "Schoolbreak Specials" can help your students better understand boy-girl relationships, addictions such as compulsive gambling, and the civil rights movement of the 1960s.

The CBS television network's "Schoolbreak Special" series has garnered many awards for its dramas addressing conflicts facing youth. Each program is developed with expert advice—for example, from educators, psychologists, or religious leaders.

This study guide has been designed by KIDSNET—a Washington-based clearinghouse for children's television and radio—to help you make the best classroom use of three of the specials. Other programs on the 1988-89 schedule are Home Sweet Homeless, *Dec. 27;* Words to Live By, *Jan. 10;* My Dissident Mom, *March 7;* Juvi, *May 30. Broadcast titles for March 28, April 11, and April 25 have not yet been confirmed.*

For a more extensive study guide highlighting these three programs and two others, and for a second guide highlighting the remaining "Schoolbreak Specials" of the 1988-89 season, contact your local CBS station or CBS Educational and Community Services, 51 W. 52nd St., New York, NY 10019.

No Means No (cc)

Oct. 18, 1988, 4-5 p.m., ET.

Grade Level: 7-12

Subject Areas: Social studies, psychology, health, human relations.

Synopsis: Youngsters deal differently with their emerging sexuality and efforts to be popular with the opposite sex. In this story, one couple deals with the turmoil that can come with boy-girl intimacy. Another teen undergoes the kind of peer pressure that encourages young men to "score"—and blame their dates.

Suggested Activities:

► Doug was determined to have sex and didn't think forcing Megan to have sex was rape. Discuss social pressures on adolescent boys to "score" with their dates. Must they report back to friends about sexual experiences? Practice alternative responses. Roleplay a conversation among boys about a date,

barring any reference to girls as sex objects.

► Megan expected to "fool around" with Doug but thought he'd stop when she said *no*. Why didn't he? Could Megan have done anything to make sure her words and actions clearly conveyed her desires? How can youngsters better communicate with one other when they find talking about sex so uncomfortable?

► Sally and Michael didn't always understand each other or want the same things sexually, but they did share a mutual desire for emotional closeness. Discuss the ways they resolved their differences and continued their relationship, each respecting the rights and personal limits of the other.

► Males and females sometimes have different interpretations of actions associated with dating. List some things a girl might do—dress in sexy clothes, flirt, go to parties with older boys, say *no* when a boy becomes sexually aggressive. Poll girls and boys separately on how each interprets these actions. Then discuss dating behaviors associated with boys. How can understanding double meanings help teens in social situations?

► Describe Megan's emotional turmoil and special needs after her date. How did her experience with Doug affect her relationships with family, friends, future dates, and Doug? In what ways did her school work suffer? What could friends do to comfort her?

Gambler (cc)

December 6, 1988, 4-5 p.m., ET.

Grade Level: 7-12

Subject Areas: Social studies, psychology, human relations.

Synopsis: High school quarterback Jim Jennings has good grades, good friends, scholarship possibilities—and an addiction to gambling that threatens to destroy all of them. When a bookie calls in his debts, Jim pawns almost everything he owns, borrows from his best friend, steals from his father, and makes things even worse by refusing to admit he's in trouble. He hits rock bottom when the football coach suspends him from the team just when the college scouts who might offer him a scholarship are watching. Finally, Jim gets the help he needs by going to a Gamblers Anonymous meeting and admitting that he's a compulsive gambler—but it's too late to regain the lost opportunities.

Suggested Activities:

► Describe the ways Jim's uncontrollable preoccupation with gambling compromised his schoolwork and his relationships with Amy, other

friends, and family members. How did it affect his future as a college athlete? At what point was Jim's behavior an obvious clue to his problems? Why is a gambling addiction called "the invisible disease"?

► How did Jim's problems worsen when his debts mounted? Why couldn't he talk to his father or coach? Can people not addicted to gambling, alcohol, food, or drugs really understand what it's like for someone who is addicted? How can family members and friends help an addict?

► Ty complained that his mother plays the lottery too much. Research shows that addicted women, men, and teens each prefer different forms of gambling. Some adult gamblers admit their problems began during their teen years but didn't get out of hand until many years later. Is it possible to predict which youngsters are at risk?

► At the Gamblers Anonymous meeting Jim said that he "used to be . . . I am a compulsive gambler." Why is this an important distinction? Experts say some teens can give up excessive gambling, while others succumb to it for the rest of their lives. Do you believe Jim will conquer his problem? Write a postscript to *Gambler*, describing Jim's life 10 years later.

My Past Is My Own (cc)

January 24, 1989, 4-5 p.m., ET.

Grade Level: 7-12

Subject Areas: Social studies, history, human relations, psychology.

Synopsis: As Black teenagers growing up in a Northern middle-class neighborhood, Justin and Kerry Cook take for granted the freedom and opportunities their parents and grandparents struggled to achieve. But their attitudes change when their mother's cousin Mariah—a long-time social activist—comes to visit, and they're mysteriously transported to her small Georgia town in 1961. There, for the first time, they face racism when they join a church-sponsored sit-in at a "whites only" lunch counter.

Suggested Activities:

► Why were Kerry and Justin's parents concerned that the teens were taking for granted gains made during the 1960's civil rights movement? Why did they want their children to stay in touch with that struggle? Analyze the following quotation from a speech made by Coretta Scott King in January 1988: "A people must know their history before they can know their direction and their destiny."

► Explore the critical role of churches in training nonviolent protesters of all races during the 1960s. Why were teens like those in this story so vital to the movement's success? In what other ways did youth participate? What are today's important social issues? What is young people's role in the following: eliminating apartheid, preventing homelessness, aiding poor farmers, ending child abuse, preventing substance abuse, eradicating hunger, eliminating nuclear warfare, promoting literacy?

► Discuss the leadership and legacy of Dr. Martin Luther King, Jr. Have students research how Dr. King's birthday is celebrated in countries in Africa, Europe, Latin America, the Caribbean, the Far East, the Middle East, southern Asia, and Canada.

► TV coverage of the 1960's civil rights movement dramatically increased national awareness of a people's quest for justice. What effect did this coverage have on public perceptions? Does video help us understand history? What are the responsibilities of TV journalists in covering issues and events?

► The road to racial equality has been rocky. Identify ways in which Blacks and other minority groups have been victims of discrimination in housing, employment, and education. How have the Civil Rights Act of 1964 and other federal laws helped lessen or make up for discrimination? Which parts of the U.S. Constitution ensure that U.S. citizens will be treated on individual merits rather than race, religion, creed, sex, or national origin?

► Discuss the range of positive and negative emotions that Mariah's group felt when they achieved a victory knowing it would be offset by continuing prejudice. Using improvisation, dramatize the scene following their meal at the lunch counter, and verbalize their feelings after encountering the drugstore manager, the waitress, Dexter and his buddies, Chief Crew, and the group of supporters led by Rev. Jordan.

► Around the world, music and poetry often are associated with protest marches and the peace movement. Collect a bibliography of songs and poems that symbolize the struggle for peace. Discuss the concept of nonviolent protest. How is music effective in such a context?

RESOURCES

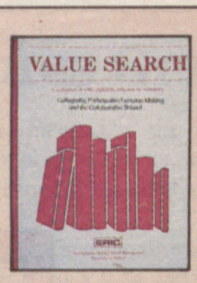
Free or Inexpensive

PEDAGOGY

Teach—Practice—Apply: The TPA Instructional Model, 7-12. Judy Reinhartz and Dennis Reinhartz. Gives secondary teachers in all curriculum areas a three-step (teach, practice, apply) instructional model designed to expand their teaching repertoires and increase students' involvement in their own learning. 104 pp. Stock No. 1834-6-00-F. $9.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

Teacher, the Children Are Here: A Guide for Teachers of the Elementary Grades. Dianne Appleman and Johanna McClear. Covers topics—such as "the first day of school," "reaching out to each child," and "setting a tone for your classroom"—useful especially to new teachers or to teachers who are changing grade levels. 180 pp. $9.95. Scott, Foresman and Co., Good Year Books, 1900 East Lake Ave., Glenview, IL 60025.

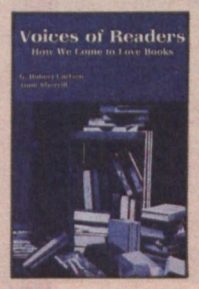
COLLEGIALITY



Value Search: Collegiality, Participative Decision-Making, and the Collaborative School. One of the new ERIC "user-friendly" resumes of journal articles and reports, updated three or four times a year. $7.50 prepaid to ERIC/CEM Publications. ERIC Clearinghouse on Educational Management, 1787 Agate St., University of Oregon, Eugene, OR 97403.

READING

Comics to Classics: A Parent's Guide to Books for Teens and Preteens. A. J. S. Reed. Gives annotated lists of fiction and nonfiction books for youth aged 10-20 (divided into three age levels), plus specific suggestions for adults on encouraging young people to read. 121 pp. No. 798. $8.95; $7.95, IRA members. International Reading Association, P.O. Box 8139, Newark, DE 19714.



Voices of Readers: How We Come To Love Books. G. Robert Carlsen and Anne Sherrill. Compiles college students' accounts of their childhood reading—or non-reading—and analyzes the implications for teaching K-12 literature. 156 pp. Stock No. 56398-015. $8.75; NCTE members, $6.95. National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.

SEX EDUCATION

Love and Sex in Plain Language. Eric Johnson. From a somewhat liberal viewpoint, gives complete, accurate, and up-to-date information on human reproduction and on social, moral, and medical aspects of sexual activity. 4th rev. ed. 224 pp. $3.95. Bantam Books. From booksellers. (For multiple copies, contact Bantam Books, Young Readers Marketing, 666 Fifth Ave., New York, NY 10103.)

Boys Talk; Girls Talk; Parents Listen. Lucienne Pickering. Three complementary books that use life-like stories to present sex education in a social and moral context. Written for British children ages 10-12. 96 pp. each. Individual copies, $6.95 plus 50¢ p&h each; the set, $17.95 plus $1 p&h. Geoffrey Chapman, dist. in U.S. by Meyer, Stone and Co., 2014 S. Yost Ave., Bloomington, IN 47403.

"We're looking for people to write children's books"

"Writing for children is the perfect way to begin," says the author of 53 children's books. "Your ideas come right out of your own experience. And while it's still a challenge, it's the straightest possible line between you and publication—if you're qualified to seek the success this rewarding field offers."

An old mansion in Connecticut is the home of The Institute of Children's Literature.

By Alvin Tresselt, *Dean of Faculty*

IF YOU WANT TO WRITE AND GET published, I can't think of a better way to do it than writing books and stories for children and teenagers. Ideas flow naturally right out of your own life experience. While it's still a challenge, the odds of getting that first unforgettable check from a juvenile publisher are better than they are from any other kind of publisher I know.

Later on, you may get other checks from other publishers. But right now, the object is to begin—to break into print—to learn the feeling of writing and selling your work and seeing your name in type. After that, you can decide if you want your writing to take another direction.

But after 30 years of editing, publishing, and teaching—and 53 books of my own—I can tell you this: You'll go a long way before you discover anything as rewarding as writing for young readers.

Your words will never sound as sweet as they do from the lips of a child reading your books and stories. And the joy of creating books and stories that truly reach young people is an experience you'll never have anywhere else.

A surprisingly big market

But, that's not all. The financial rewards go far beyond most people's expectations because there's a surprisingly big market out there for writers who are trained to crack it. More than 130 million young people's books are purchased each year. As many as 2,500 new titles appear annually and new authors account for up to half of them.

There are also 250 monthly magazines looking for material for young readers. You can imagine how much writing it takes just to keep them going!

Yet two big questions bedevil nearly every would-be writer: "Am I really qualified?" and "How can I get started?"

"Am I really qualified?"

This is our definition of a "qualified person": It's someone with an aptitude for writing who can take constructive criticism, learn from it, and turn it into a professional performance. That's the only kind of person we're looking for.

Alvin Tresselt was Vice President and Executive Editor of Parents' Magazine Press, the first editor of *Humpty Dumpty's Magazine for Children*, and a board member of the Author's Guild. His 53 books for young readers have sold over two million copies.

The reasons are simple: Our reputation is built on success, and, if prospective students don't have the earmarks of success, we probably can't help them. And we tell them so. It's only fair to both of us.

To help us spot potential authors, we've developed a revealing test for writing aptitude. It's free, and we don't charge for our evaluation. But no one gets into The Institute without passing it. Those who pass and enroll receive our promise: You will complete at least one manuscript ready to submit to a publisher by the time you finish the Course.

Learn one-to-one with your own instructor

I've learned a lot about writing for children and I love it. Now I'm passing my knowledge on to my students so they can profit from it. When I'm not writing my own books I spend my time at The Institute of Children's Literature, a workshop for new writers that does one thing and does it better than any other educational institution I know of: It trains qualified people to write for young readers.

This is the way I work with my students, and my fellow instructors—all of whom are experienced writers or editors—work more or less the same way.

Learn at your own pace

When you're ready—at your own time and your own pace— you send your assignment to me and I read it and I reread it to get everything out of it you've put into it.

Students learn where to sell their writing with our exclusive publishers' lists.

Then I edit your assignment with a red pencil just the way a publishing house editor would—if he had the time. I return it along with a detailed letter explaining my comments. I tell you what your strong points are, what your weaknesses are, and just what you can do to improve. It's a matter of push and pull with each assignment. You push and I pull and between us both, you learn to write.

"—my dream come true!"

This method really works. I wouldn't spend five minutes at it if it didn't. The proof of the pudding is that many students break into print even before they finish the course.

"The thing that gives me the most satisfaction" writes Brandy S. Wells, Greensboro, MD,* "is the idea that my story will be read by 150,000 Sunday School children—my dream come true."

"Most importantly, the Course has allowed me to explore my creative writing skills without committing myself to a strict classroom environment with immediate deadlines and meeting schedules," reports Jeanne Nickerson, Washington, DC. "I needed the flexibility, which a correspondence course provided, and I have enjoyed dealing on a one-to-one basis with my instructor."

"My how-to article that sold to 4-H Magazine for $75 was my rewrite of a Course assignment," says Jeanne Shoemaker, Birmingham, AL. "My beloved instructor has made this Course one of the highlights of my adult life!"

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*The testimonials in this ad were provided without remuneration and voluntarily by The Institute's students between 1985 and 1988.

IN THE CLASSROOM

Remember ROOKIE

Teachers describe it as a cross between auditioning for "The Gong Show," swimming the English Channel, and falling in love.

Only two days after Eric Snell graduated from the University of Houston's education program last December, he began teaching at Houston's Briscoe Elementary School.

Snell replaced a noncertified teacher who quit mid-year in frustration. The old teacher left few records and never talked to Snell, but it didn't take him long to figure out the score.

"In college, they told us that kids would be all smiley face every morning, but I had kids who were literally beaten every morning. Most were hungry every morning, too," says Snell. Snell's fifth graders were street-smart but not yet book-smart, undisciplined but not unwilling.

In Snell's first few weeks, a student cussed him out, parents complained about the mid-year switch to a new teacher, and his principal informed him he would have to do a full year's paperwork in six months.

Snell was told administrators would evaluate his performance—based on 65 criteria determined by the state—four times during the year for 45 minutes each. His ability to advance would be based on these evaluations.

To add to the tension, in just one month, Snell's students would have to take state-mandated skills tests—testing skills they had not yet been taught.

This was surely baptism by fire.

In contrast, across the country in Columbus, Ohio, Susan Maxwell recalls, "I knew what I was in for." While she was still in college, Maxwell went to a job fair in Columbus, Ohio, had an interview, and was offered a teaching job on the spot. A few weeks later, in early May, she accepted.

Over the summer, she attended a full-day orientation for new teachers. There she met hundreds of other new teachers and an experienced teacher.

The experienced teacher was assigned to work with Maxwell through an intensive mentoring program primarily for new teachers. Now entering its fourth year, the Peer Assistance and Review Program (PAR) is jointly sponsored and administered by the Columbus Education Association and the school board.

Mentor teachers spend an average of 50 to 60 hours observing new teachers, coaching, serving as sounding boards, and evaluating—with help from administrators. For many new teachers, mentors ease the transition from being one of the class to being head of the class.

Time helps ease that transition too. A few weeks before school started, Maxwell stepped into her empty second grade classroom. "I remember the first day I walked in," says Maxwell, "looking at the bare walls. I just sat there and twiddled my thumbs for awhile."

She met the other teachers at the school—including three other beginning teachers—decorated her room, reviewed her students' records, and planned activities for the first week of class.

When her students arrived, Maxwell was a little nervous, but raring to go.

Susan Maxwell, 23, comes from a family of teachers and says she can live on her salary of $19,500. "But it's discouraging," says Maxwell, "because you know how hard you're working, how important the work is—and that some people just don't value it."

Michael Munden

This fall, over 180,000 new teachers started careers in the public schools. Their success or failure will depend on a great many factors, including college preparation, class assignments and class size, work load, cooperation from students and parents, support from colleagues and administrators, and personal qualities like courage, creativity, flexibility, and fortitude.

There's just so much to learn.

"My eyes were as big around as half-dollars every day," says Debbie Fax, who is entering her second year teaching kindergarten at Baker School in Baker, Fla. "Everything was so new to me. You can read all the books you want, but nothing is like being in the classroom, doing it yourself."

Once in the classroom, many beginning teachers quickly discover the gaps in their training, which often include

IN THE CLASSROOM

Your YEAR?

classroom organization techniques, time management, dealing with administrators, handling discipline problems, and doing paperwork.

"It seems like you're just constantly filling out forms," says Houston beginning teacher Snell, "in triplicate." Columbus new teacher Maxwell agrees. "I knew the paperwork was going to be there. I just didn't know it would *always* be there."

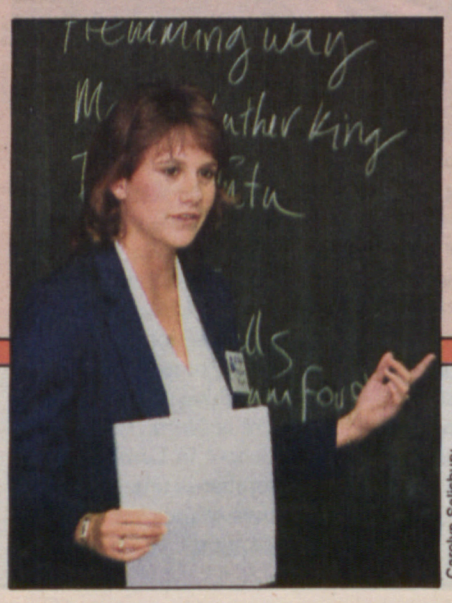
Sitting just beyond their mountains of paper are new teachers' most important audiences: the students. But establishing themselves as authority figures isn't always easy for beginning teachers.

"At first you want them to think you're nice and to like you," says Lisa Vetrano, who is entering her second year teaching music to third, fourth, and fifth graders at the East Main Street School in Terryville, Conn. "But you learn that it's most important to let them know what you expect, that you're serious, and that you're fair."

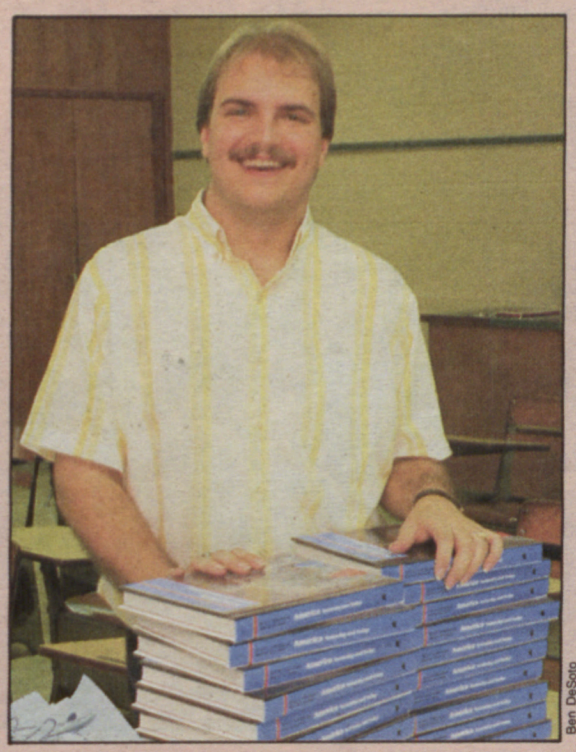
For beginning teachers, it's sink or swim that first year. And for those beginning to swallow water, the most critical life—and job—preserver is help from more experienced colleagues.

During his rough initiation, Houston's Eric Snell says an "open door from an experienced teacher helped me the most.

"As a student teacher, I never wanted to play the fool to make the kids laugh at me," says Heidi Ilsen, a high school English teacher in Tucson, Ariz. After one year on the job, Ilsen says that if it works, she does it. "I make faces at my students to get their attention and lighten things up a bit."



Carolyn Salisbury



Ben DeSoto

Eric Snell, 23, earned $19,500 his first year on the job, slightly more than the national average beginning salary of $18,500. "I think we should get a lot more for what we do," Snell says. "It's not justice."

"When I was frustrated, I could go to her, let off steam, and we could laugh about it," Snell explains. "I could always ask her anything, and she was a wealth of information, a godsend."

Columbus' Susan Maxwell says the Peer Assistance and Review Program made a big difference in her first year on the job. Maxwell's mentor provided her with weekly notes, mid-year and final evaluations, and a lot of support.

"My mentor teacher was in my classroom one or two times a week, sometimes more, and when I had questions or needed pointers, she would meet with me at lunch or stay after school to talk," Maxwell says. "The one thing I didn't anticipate in my first year on the job was having that much help—it was great."

Eric Snell always wanted to be a teacher. He loved learning so much as a kid, he got dressed for school on Saturday and looked brokenhearted when his parents gently informed him there were no classes that day.

Now, despite the body blows he took in his first year teaching, Snell is eager to start his second.

"I have such an impact on their lives," Snell says. "I'd never trade their 24 smiling faces for anything in the world.

"I know it's going to be easier for me this year," Snell says. "It's not going to be: can I do it? I got an education in *my* classroom, not the college classroom. I know I can do it now."

Susan Maxwell's back in the classroom too. She's excited about trying out more of her own theories, and she's looking forward to making the connections with students that make it all worthwhile.

"When you know you've lit that spark, and those kids you've been working with for weeks finally get it, they light up," she says, "and it makes you want to come back for more."

—Stefanie Weiss

Teaching Lures Grads

Beginning teachers' salaries are increasing, the baby boomlet continues to swell school enrollments, and public esteem for teachers is rising. It's a good time to choose teaching as a career.

"Since 1982, we've seen a significant upturn in student interest in teaching careers after a long and steady decline," says Kenneth C. Green, associate director of UCLA's Higher Education Research Institute.

UCLA's 1987 national survey of 200,000 freshmen found that 8.1 percent planned to become elementary or high school teachers. That percentage has almost doubled since 1982.

But there may not be enough new teachers to head off a shortage in coming years, Green says.

Over the last dozen years, lack of student interest in teaching and fewer opportunities for new teachers have led to an older teaching force. The facts:

► Students are almost twice as likely to have a teacher over 50 as one under 30.

► In 1986, only 2.5 percent of all teachers had just one year under their belts, while 10 times that many—27.7 percent—had been teaching for more than 20 years. Half of all teachers have 15 years or more in the classroom.

► In 1966, over one-third of all teachers were in their first five years on the job; in 1986, it was only one-tenth.

What about job opportunities now? Research shows new teachers' chances for employment vary greatly with location and subject area specialty.

In Fairfax County, Va., for example, where beginning teachers' salaries are $23,100—well above the national average of $18,500—it's not so easy to get a job. The 130,000-student district has 5,000 active applications on file. This year, the district interviewed 2,000 teachers and offered jobs to 400 of them. Recruits right out of school filled only about one-third of those job openings.

—S.W.

People

Doug Hoke

Terrie . . . Sherrie . . . Jerrie. . . . When they're together they really do talk in unison. Or drive their husbands crazy by communicating among themselves without having to talk at all.

They're *(left to right)* **Terrie Keck, Sherrie Stout,** and **Jerrie Goforth**. Triplets all, teachers all, Association members all—they're the daughters of Jean and Billy Wayne Smith (also a teacher) of Bokchito, Okla.

The threesome are a team. When one sister tries something new, she wants the others to try it too. "We talk constantly on the phone and visit each other's classrooms at spring break," Jerrie says. "Our students are proud. They think they've got something on everybody else."

This year Jerrie, a middle school art teacher in Lewisville, Tex., was an enthusiastic first-time delegate to the NEA Representative Assembly.

Terrie and Sherrie, who are both first grade teachers, live and work in Oklahoma. They teach in the Marlow and Mid-Del districts.

In the summer of 1966, the civil rights movement and the words of Dr. Martin Luther King, Jr., drew Association member **Carol Leafblad** from Minnesota to Mosses, Ala.

It was an exciting, albeit scary, time. The previous year, two white voting rights activists had been killed in Alabama, and Blacks, Leafblad says, "had to protect themselves against the law, rather than have the law protect them." In the 1966 election, Blacks in Mosses registered and voted—for the first time since Reconstruction.

Leafblad returned to Mosses the following summer—and every summer since then. Through her efforts, all-Black Mosses, Ala., and all-white Fergus Falls, Minn., have become "sister cities."

In Mosses, Leafblad has helped community leaders register voters, open a general store, and conduct summer schools. In Minnesota, at Fergus Falls Middle School, Leafblad teaches electives about Black history and prejudice. She and fellow English teacher Jean Dahling run the "Until Freedom" corporation—perhaps the longest-running bake sale—to raise money for Mosses' projects.

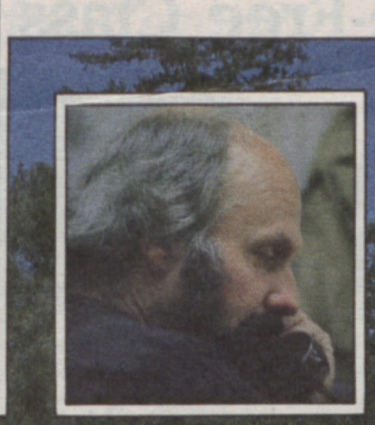
Leafblad was awarded NEA's Martin Luther King, Jr., Memorial Award for her efforts. Just as important, she says, the partnership itself has given her much: perspective, a sense of community—and happiness, a concept she defines simply. "I feel there's only one way to be happy—love one another, see that everybody gets a fair shake, be disturbed if they don't, and then do something about it."

Donna Trahan

More and more educators around the country combine teaching with lawmaking at the local or state level, but Louisiana state legislator and high school literature teacher **Sam Theriot** wears two other hats as well.

Theriot is a founding partner in Louisiana's largest parade float-building firm. And in August he was ordained a permanent deacon in the Roman Catholic Church.

When Theriot was first elected to the legislature in 1979, at 24, he was the state's youngest lawmaker. Now, thanks to continuing support of his local, the Vermilion Association of Educators, he's in the most senior third of the Louisiana House. Theriot teaches British and American literature at North Vermilion High School in Leroy. "My only conflict is time," says the father of four. "I don't have enough."



Daly City, Calif., teacher Reno Taini works miracles. Students enter his alternative class at Jefferson High School with a history of being abused or neglected and lashing back at society. When they emerge, they're community leaders. In between, Taini builds their self-respect and confidence through an intense program of environmental awareness and community involvement.

Taini and his students are the subjects of a recently completed 99-minute film—*Reno's Kids: 87 Days + 11.* The documentary has won the International CINE Council's Golden Eagle award and the Chicago International Film Festival's Gold Plaque. Its distribution to public theaters is limited, but copies are available for rent or purchase.*

The film's title refers to the 87 days of the semester and the 11 weekends within that period, when Taini's students go on field trips and perform community projects—if they raise the money and make the arrangements themselves. The kids choose their goals and work to reach them.

Taini explains that his classroom operates like a corporation—each of his 27 or so students has a job to do. But in doing those jobs—writing letters and making phone calls, keeping the class accounts, and meeting with community leaders—the kids master academic skills. They learn even more from the projects themselves—from mountain climbing to dancing and exercising with handicapped folks.

*For information, contact One West Media, 559 Onate Pl., Santa Fe, NM 87501, 1-505-983-8685.

Maureen Canning

Margie Raub

Sandra Refe

This summer second grade teacher **Maureen Canning** studied whales in Australia, while first grade teacher **Sandra Refe** visited space facilities and high school math teacher **Margie Raub** attended an international mathematics conference. Each of these three Ohio Association members received a Master Teacher Award from the Martha Holden Jennings Foundation—and with it, $5,000 for an enriching summer educational experience that translates into a more exciting classroom.

Maureen Canning is decking out her classroom this year as the Great Barrier Reef, with souvenirs from her summer in Australia. Parents are creating a huge stuffed whale for the unit on marine animals. To give learning a lilt, Canning's made up a song that gives 15 facts and mysteries about the whale.

This summer Sandra Refe observed 600 children participating in simulations and astronaut training at the U.S. Space Camp in Huntsville, Ala., and then adapted materials from NASA's Lewis Research Center in Cleveland for her students. She's connecting all areas of the curriculum to the study of space, aircraft, and astronauts. This year, her first graders at Fairfax Elementary School will do calisthenics daily, learn their academic and interpersonal skills through "space camp," and attend special programs. They'll dehydrate foods, plan appropriate menus, and create models of space ships.

Margie Raub spent a week in Budapest with 3,000 teachers from around the world, speaking the universal language of mathematics (in theory, anyway—in practice, most of the computer workshops Raub attended were given in English).

Raub used the $5,000 from a Presidential Award for Excellence to buy two Apple 2E computers for her Strongsville High School students. Now she not only knows the latest software, but she's spoken with software developers and authors of major textbooks.

"My real goal is to share what I have and what I've received in training," says Raub. "Getting money for study is tough—we have to work together."

Helping children express their feelings is the focus of two children's books by elementary school teacher **Judy Lalli** of Norristown, Pa.

Feelings, frustrations, hopes, and achievements that young children have expressed to the author are chronicled in *At Least I'm Getting Better*, a 1984 publication that has sold over 10,000 copies. The 59-page volume combines black-and-white photographs with short verses aimed at helping students share their feelings and think creatively. Lalli's other book, *Feelings Alphabet* (1984), also is aimed at expanding students' range of emotional expression. "I wanted to create reading materials for children that would be fun and bolster their self-esteem," says Lalli.

The two books may be ordered from Lalli at 506 Independence Dr., Harleysville, PA 19438.

Joe Di Dio

STUDENT HEALTH

NEA Works Toward 'Smoke-Free Class of 2000'

NEA has joined the American Cancer Society, the American Heart Association, and the American Lung Association in a project to make this year's 3.1-million-member first grade class—the high school graduating class of 2000—the nation's first ever to enter adulthood free from cigarette addiction and attendant health risks. To achieve that goal, the project—called "Smoke-Free Class of 2000"—will provide educational materials for the youngsters themselves, their families, and their teachers. Every year from now on, the class will be introduced to a fresh array of age-appropriate activities.

The campaign is a response to a 1984 challenge to the nation issued by U.S. Surgeon General C. Everett Koop: create a smoke-free society by the end of this century. In Koop's words: "Bend your efforts in the next years to seeing a high school senior class nationwide graduating as the first smoke-free generation."

First graders from the Washington, D.C., area attend ceremonies that officially start the "Smoke-Free Class of 2000" campaign.

Ceremonies at Upper Senate Park, one block from the U.S. Capitol in Washington, D.C., kicked off the Smoke-Free Class project this August. Some 30 first graders from the Greater Washington area—wearing T-shirts and holding balloons with "Be Smart, Don't Start" warnings—heard school health specialist and campaign volunteer Molly Berger from the Texas Education Agency speak on the dangers of smoking.

"We know that regular daily smoking usually begins before age 14," said Berger, a registered nurse. "About two-thirds of adult smokers say they got hooked on cigarettes well before they graduated from high school." The first graders at the ceremony, she said, represented the "leaders of the next century and ambassadors of a new generation of Americans who are free of cigarettes."

NEA Vice-President Keith Geiger and director of the NEA Health Information Network Jim Williams represented NEA at the kick-off ceremonies.

NEA is one of a dozen supporting organizations that joined the "Smoke-Free Class of 2000" effort during its planning phase in September 1987. Now, the Association has agreed to take a leading role in promoting the initiative in schools nationwide.

A resolution passed by the NEA Representative Assembly last July calls on all state and local affiliates to work to make the public schools tobacco-free. Leading the Association's efforts will be the NEA Health Information Network, already active in the fight for greater educational efforts to combat such deadly menaces to the public health as AIDS.

"Lessons learned in school must include this vital lesson in life itself," says NEA President Mary Hatwood Futrell. "Smoking-related diseases claim the lives of more than 300,000 people in the United States annually, and pressures to start the habit are already common by the fourth grade. There's a lot more than symbolism in starting this campaign with first graders."

—Diane Dismuke

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BOOK BEAT

An Unsuccessful Century Of Thinking About Kids

Within Our Reach: Breaking the Cycle of Disadvantage. **Lisbeth B. Schorr, with Daniel Schorr. Anchor Press/ Doubleday. 398 pp. $19.95.**
In *Within Our Reach*, author Lisbeth Schorr—with her husband, broadcaster Daniel Schorr—contends that we actually *do* know enough about what social programs work to reduce the ranks of the millions of disadvantaged youth "who lack hope, dreams, and a stake in the future."

A student of social policy, Schorr has combed the policy evaluation literature, pulled out the programs that work, and described them here.

Schorr's focus is on children in families. The key concept is identifying family risk factors that predispose children to harmful behavior—school failure, teen pregnancy, drug abuse, and all the rest. Poverty is the most serious risk factor, but poverty doesn't operate alone. "Persistent and concentrated poverty virtually guarantees the presence of a vast collection of risk factors and their continuing destructive impact over time," Schorr explains.

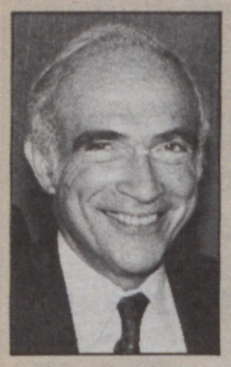
Programs to strengthen children and their families should zero in on the risks that social programs actually can reduce. Examples: low birth weight in babies, teenage pregnancy, malnutrition, school dropout. There are some risk factors, such as structural change in the economy, that Schorr says social programs can't affect. But her practical goal isn't to eliminate all risks, just to reduce them.

Social programs, Schorr says, should target children who grow up—

- in persistent poverty
- in neighborhoods of concentrated poverty and social dislocation
- in families that are homeless
- with a mentally ill, alcoholic, or drug-addicted parent
- with an isolated parent.

Design preventive programs for *groups* of children with these characteristics, Schorr says. Don't wait for trouble to show up in individuals. And above all, train professionals in schools and social agencies to work aggressively for these kids and their families—across bureaucratic boundaries and outside office hours.

Good election-year reading.



American Education: The Metropolitan Experience, 1876-1980. **Lawrence A. Cremin. Harper & Row, 781 pp. $35.**
This is the third and final volume of Lawrence Cremin's sweeping history of education in the United States. The effort is so massive because Cremin defines education as any "deliberate, systematic, and sustained effort" to teach or learn and "any learning that results from that effort, direct or indirect, intended or unintended."

But the nature of education today is even broader than Cremin's definition. A lot of what people—especially young people—learn is not the result of anybody's deliberate effort to teach. Think of the "teaching" effects of rock music, the drug culture, television, and gangs. Cremin began his work in 1964, as the Beatles were becoming famous in this country. With hindsight, would Cremin have studied the Beatles, too?

If you're looking, however, for the history of *explicitly* educational institutions, Cremin—who is Frederick A. P. Barnard Professor of Education at Teachers College, Columbia University—is your man. This is a book about the development of public and private schools, YMCAs, settlement houses, museums, even Arthur Murray dance studios. Television and film are included too.

The 68-page annotated bibliography covers everything that's been written on educational institutions in this period, including ethnic and religious ones.

Cremin's earlier volumes are *American Education: The Colonial Experience, 1607-1783* and *American Education: The National Experience, 1783-1876.*

The Other Side: How Soviets and Americans Perceive Each Other. **Robert D. English and Jonathan J. Halperin. Transaction Books. 160 pp. $14.95.**
Just in time for *glasnost* come these post-1917 excerpts from Soviet and American newspaper articles about the other's country.

Up Your S.A.T. Score. **Manek Mistry, Paul Rossi, and Larry Berger. New Chapter Press, 264 pp. $9.95.**
Three high school wiseguys, each said to have earned an SAT score over 1500, have written a savvy attack manual on the Scholastic Aptitude Test—for readers of all ages with a juvenile sense of humor.

Literature-Based Reading Programs at Work. **Edited by Joelie Hancock and Susan Hill. Heinemann. 118 pp. $12.50.**
A dozen Australian elementary and middle school teachers describe in how-to-do-it style how they swore off basal readers and learned to teach reading from real books.

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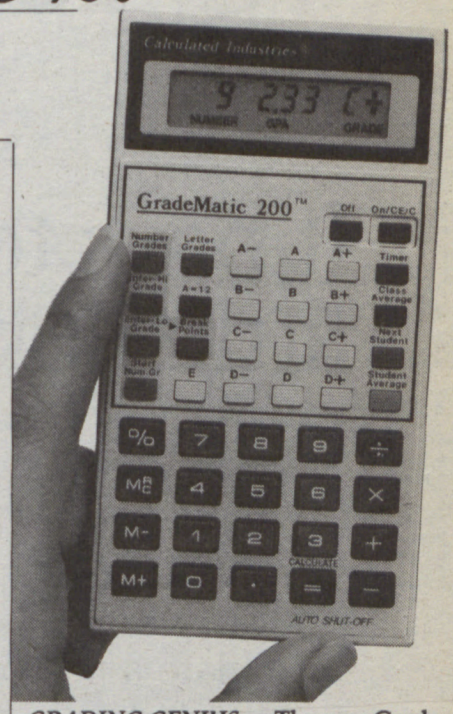

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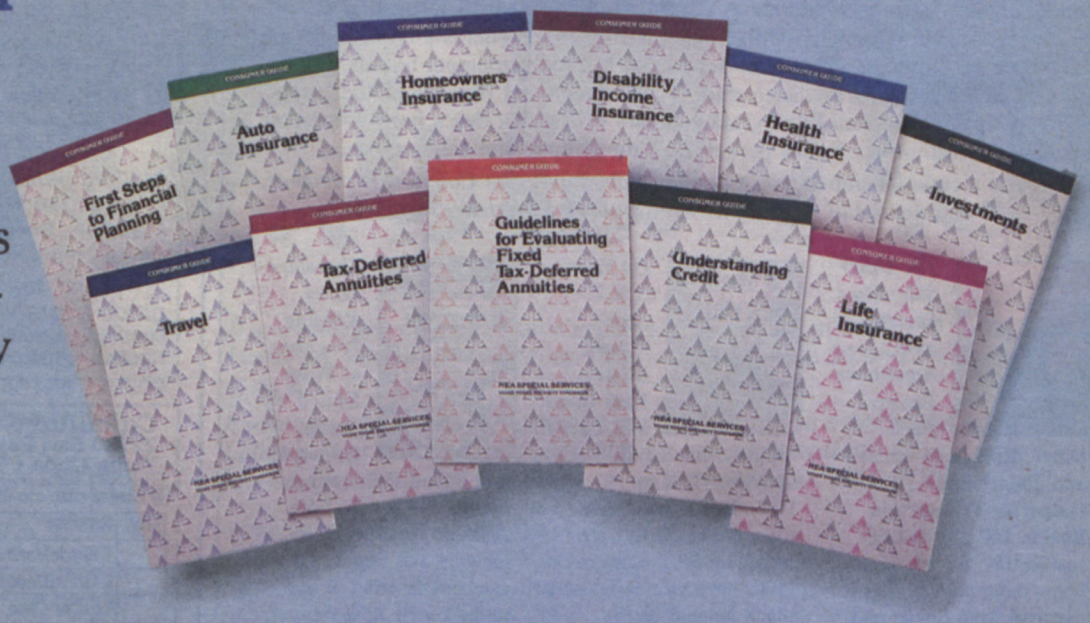

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INTERNATIONAL

The UN through the American Door

Teaching about the United Nations offers benefits in subjects from social studies to art—and an American organization makes teaching about the UN a lot easier.

October is a month when many classes spend some time studying the United Nations in preparation for UN Day, Oct. 24.

What students learn about the UN can be a resource for them again and again. When they're not studying world problems in school, they're likely to confront them outside of school—problems like the arms race, epidemics, air or water pollution, the third-world debt crisis, the uneven distribution of food (or bauxite, or petroleum), illiteracy, the population explosion.

These are problems that can be solved only when governments work on them together. And the United Nations is the forum where governments have gotten together to do just that—through bodies like the World Health Organization; the UN Environmental Program; the Food and Agriculture Organization; the Educational, Scientific, and Cultural Organization; the Security Council; and the Children's Fund, UNICEF.

By studying the UN, students can learn much about a range of world problems, but they can also learn about cooperation and about hope.

The UN agencies offer information and materials about their work for people who contact them directly. But a U.S. organization has taken on the task of helping the public learn about the UN. The United Nations Association of the United States of America (UNA/USA) helps find speakers, recommends or sometimes lends audiovisual materials, provides information and print materials, and runs some programs of its own.

More than likely there's a UNA/USA chapter near you.* And more than likely, if you're teaching about the UN or any subject that reaches across national boundaries, UNA/USA has something to offer you.

Eddie Faye Gates has been teaching social studies at Edison High School in Tulsa (Okla.) for 20 years. And for 20 years she's been sponsoring the school's Model UN team—a year-long project.

"Usually about 10 or 15 kids, in grades 9 through 12, stay with the project all year," Gates reports. "They write to the United Nations in New York or to embassies for information on the countries they represent. They study world problems; they polish up their parliamentary procedure. During the preparation period, the University of Tulsa allows them to use its library—they enjoy that."

The Model UN itself takes place at the University of Tulsa in April. Representing permanent and temporary members of the UN Security Council, students propose, debate, and act on resolutions. "They love taking part—and they love winning," says Gates, whose students have captured numerous awards for best delegation or delegate.

"The UNA provides materials, pays for the prizes (miniature gavels) and for buses so we can visit another Model UN, at the University of Oklahoma," Gates notes.

Paula Miller of Frankfort, Ky., gets a less formal kind of help from UNA/USA. Association member Miller attends monthly lectures on different countries (especially as they relate to the UN) sponsored by the local UNA/USA chapter. She takes notes or tapes the lectures, then incorporates the information wherever it fits into her social studies classes at Elkhorn Middle School.

"For speakers, they draw on Kentucky State University here in Frankfort," says Miller, "or bring speakers in from Louisville or Lexington—mostly people from overseas or from the foreign service."

UNA/USA in Frankfort also offers an annual project on a topic of worldwide concern—hunger, for example, or the nuclear weapons nonproliferation treaty. UNA's New York office sends background material on the topic, participants study up, then come together to work out proposed solutions. UNA/USA eventually submits the ideas it collects nationwide to UN Secretary General Javier Perez de Cuellar.

Teachers in Washington State get a lot of help from REACH, the state's Recognizing Ethnic And Cultural Heritage consortium. As project director for REACH, Association member David Tremaine of Lake Stevens is responsible for organizing five inservice days a year. Participants are teachers and administrators from some 25 high schools in subscribing districts around the state. Topics have ranged from global environmental issues (a workshop held in a state park) to Washington State's relations with countries around the Pacific Rim and throughout the world. REACH also helps high schools develop year-round programs on global issues.

The local UNA/USA chapter provides resource people for the workshops, and REACH's resource center includes UNA/USA materials on teaching about the UN. Sometimes Tremaine asks UNA/USA's New York office to recommend a resource person from UN headquarters. Then Tremaine (who's on leave half-time from teaching social studies at Lake Stevens High School) goes to work with other organizations to share expenses or fund the trip.

UNA/USA also cooperates with NEA to help teachers teach about the UN. Two jointly-developed brochures, *ABC's of the United Nations* and *Choosing Your Future*, are due out this fall. They'll be available through both UNA/USA and NEA's Office of Peace Programs and International Relations.

Advice, information, recommendations, support—the UNA/USA offers all these to teachers looking for new ways to teach their students about the world, its problems, and how people can work together.

—Jane Power

* Check your phonebook for a local UNA/USA chapter or get the address (and a free publications list) from the main office: UNA/USA, 485 Fifth Ave., New York, NY 10017-6104, 212/697-3232. Through Dec. 31, UNA/USA is offering introductory individual memberships (normally $35 a year) for $25. Annual membership fees for retired people and students are $15 and $10 respectively.

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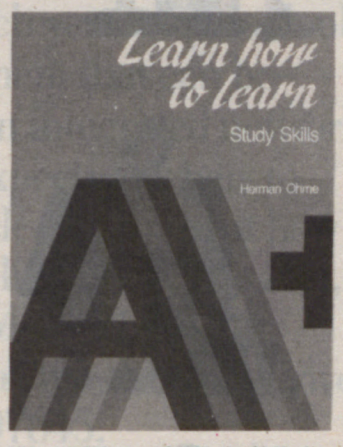

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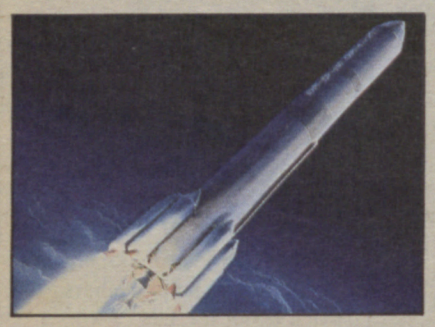
RESOURCES

TV/Radio Tips

NOVA—*PBS, Tuesdays, 8-9 p.m. ET. Oct. 4:* "Can the Vatican Save the Sistine Chapel?" *Oct. 11:* "Can the Next President Win the Space Race?" (photo) *Oct. 18:* "Goddess of the Earth." *Oct. 25:* "Do Scientists Cheat?"



Durrell in Russia—*Arts & Entertainment channel, Thursdays, 8:30-9 p.m. ET, starting Oct. 6.* A 13-part series on the travels of world-famous naturalist Gerald Durrell and his wife, Lee, from Siberian ice fields to Mongolian deserts.

Glasnost—*Arts & Entertainment channel, Thursdays, 9-10 p.m. ET, starting Oct. 6.* Three-week documentary series on Russian filmmakers, writers, and painters and their will to endure despite dogma, dictators, and possible death.

The Littlest Victims—*CBS-TV, Thursday, Oct. 6; check local listings for times.* Dramatization of the true story of Dr. James Oleske, one of the first U.S. physicians to detect AIDS in children.

The Divided Union—*Arts & Entertainment channel, Wednesdays 9-10 p.m. ET, starting Oct. 12.* Rebroadcast. A five-part series on the American Civil War. For a free study guide, write Arts & Entertainment, Community Development, 555 Fifth Ave., New York, NY 10017.

Afterschool Special—*ABC-TV. Thursday, Oct. 13, 4-5 p.m. ET:* "Just a Regular Kid: An AIDS Story." Drama about a teenager who contracts AIDS from a blood transfusion and how the tragedy affects him, his parents, his school, his community, and his best friend.

Express Newsmagazine—*PBS, Thursdays, starting Oct. 13; check local listings for times.* A 13-week series of 30-minute programs based on stories from *Children's Express*, a print news service with child reporters and teen editors that reflects the interests, concerns, and sensibilities of youth.

Power of Choice—*PBS, Saturdays, starting Oct. 15; check local listings for times.* This 10-week series follows comedian and juvenile counselor Michael Pritchard as he works with high schoolers across the country, using comic monologues and small-group sessions to help them explore teen issues.

This Is America, Charlie Brown—*CBS-TV, Fridays, starting Oct. 21.* A four-week series of eight half-hour animated segments, in which members of the Peanuts gang become participants in highlights and turning points of American history.

Poncho Barnes—*CBS-TV, Tuesday, Oct. 25; check local listings for times.* Dramatization of the true story of Florence "Poncho" Barnes, a Pasadena, Calif., debutante who fled an arranged marriage to embark on a remarkable career as a pilot. For free teaching materials, write to CBS Educational and Community Services, 51 W. 52nd St., New York, NY 10019.

Best of 60 Minutes Specials—CBS-TV, *sometime in Oct.; check local listings for dates and times.* Two prime-time specials featuring some of the most memorable stories from the "60 Minutes" TV program.

East of the Sun, West of the Moon—*National Public Radio, sometime in Oct.; check local listings for dates and times.* Five 90-minute broadcasts explore the world around us and its history through segments of drama and music. Targeted for children ages 8-12.

London Cabbies—*Syndication, available for broadcast in Oct.; check local listings for dates and times.* A look at experienced London cab drivers and those in training—who whiz through the city on scooters, clipboards bolted to handlebars, as they learn "an awesome body of wisdom" about various sights and places.

Tales of Washington Irving—*HBO, sometime in Oct.; check local listings for dates and times.* Animated feature based on "The Legend of Sleepy Hollow" and "Rip Van Winkle."

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IDEA EXCH

The Shape of Success

Tucson, Ariz., teacher Eugenia Bas-Isaac has found a geometric figure that motivates low-achieving students—the "Pyramid of Success" developed by legendary UCLA basketball coach John Wooden.

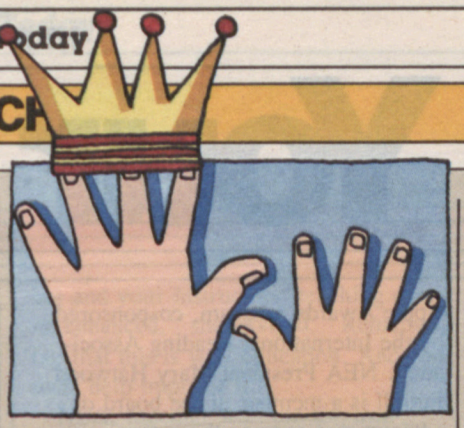
The pyramid outlines qualities that lead to success. The base consists of attributes like industriousness, friendship, loyalty, cooperation, and enthusiasm. At the pinnacle are faith and patience.

Bas-Isaac's primarily low-achieving students study biography, autobiography, fiction, and historical novels about individuals who possessed or acquired the qualities they needed to succeed. Then the students discuss the place of those qualities on the pyramid.

Notes Bas-Isaac: "The reaction of the students has been excellent. We haven't overcome all the problems, but a lot of their prejudice against achieving is gone because now they believe they can achieve."

When Left Is Right

Teachers who find a lot of left-handed students in their class might make a study of lefties and their contributions to human cultures, suggests L. Cameron Johnson, a music teacher in Mansfield, Conn.



Johnson notes that writing in other cultures may go right, left, down, or back and forth, with no discrimination in handedness. The Chinese write in vertical columns from right to left, indicating a slight left-handed preference. The Romans made up all the rules against left-handers, with their right-handed handshake and left-to-right alphabet. Their word for *right* was *dexter* (root of *dextrous*) and for *left* was *sinister*.

The list of famous left-handers is a long one—but it might start with Michelangelo, Picasso, Alexander the Great, Ben Franklin, Babe Ruth, Bob Dylan, and Harry S Truman.

Passport to Proficiency

To add interest to World Civilization classes, Dick Engeswick of Ventura (Calif.) High School has students create a mock passport. The project begins with a discussion of visiting other countries and what's involved in traveling abroad.

The class gets practice in filling out the passport application and a sample check. They turn in their applications, checks, and passport-sized photos, and Engeswick issues them their "passports" in return.

Tests on each country they'll visit give plenty of practice in study skills. To answer the questions, students have to know material in the textbook, work with maps, read graphs, and find information about topics like population or regional areas.

Engeswick has used the passport project with seventh and 10th graders in world geography and world civilizations courses. The more advanced students, he's found, can get materials from travel agencies and go on to plan the trip—cost, mileage, air time, and time zones.

"I'll Be at My Club"

The lack of a good study atmosphere in many students' homes prompted Jo Bennett, a reading specialist at Hayfield Secondary School in Alexandria, Va., to start a Homework Club. The club meets in the reading lab for an hour after school three days a week.

Students who want to attend can sign up at the beginning of the week or on the day they plan to attend. Bennett and an aide are on hand to help the students, who may work alone or with a friend.

The students get two five-minute breaks when they can socialize and enjoy free snacks, provided by funds from the Hayfield Student Council. The rest of the time they study quietly.

On a typical day, 12 or 15 students are in the reading lab, working math problems, listening to a story on tape, completing a writing assignment, making a poster for a social studies project, or reading quietly. For some, the Homework Club is an alternative to going home to an empty house; for most, it provides the extra encouragement they need to complete their homework assignments.

Club members learn the value of keeping an assignment sheet and of managing their time for efficient study. Some are also learning for the first time the personal satisfaction of being prepared for class.

With an IBM network, teachers are discovering how to do the impossible: deliver quality, individual instruction to every student.

It's possible because while students are working with a tool that is infinitely patient, the new IBM Personal System/2,™ teachers are free to evaluate student progress and help when a need arises.

The network gives students easy access to courseware from IBM and hundreds of other sources. With IBM's courseware, the system keeps a record of student progress, and notes where each pupil leaves off at the end of a session. It can help pinpoint areas of difficulty by telling the teacher how much time is spent on each task.

Through a new Local Area Network licensing agreement, IBM courseware may be acquired for a substantial discount.

In addition, IBM provides training for your coordinator on the network.

Even if you purchase just a few computers each year, why not look at IBM equipment that can become part of an integrated network?

Everyone expects teachers to perform miracles. To find out how to make that a little more possible, call 1-800-IBM-2468, ext. 6. Or write to us at 101 Paragon Drive, Montvale, NJ 07645.

IBM The Bigger Picture

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Your NEA

REACHING OUT

Message from the Top: Stay Off Drugs

When folks in Mississippi turn on the TV, they'll soon be seeing a public service announcement featuring state Attorney General Mike Moore telling kids to stay off drugs. Moore's 1-minute presentation is a segment from a 15-minute tape he made for the Mississippi Association of Educators. The session was recorded and edited at NEA's broadcasting studio in Washington, D.C.

Moore has long given drug awareness presentations in schools throughout Mississippi, but this is the first time he's delivered his message via video. The state of Mississippi hopes to make the message available nationally.

Life Members: Request Proceedings

The 1988 *Proceedings of the Representative Assembly* will be mailed in early 1989 to any NEA life member who wants a copy.

To get the *Proceedings*, simply clip your mailing label from the front of *NEA Today* and send it with your request to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036, no later than Dec. 8.

Georgia Local Gets NFIE Grant

The National Foundation for the Improvement of Education and the Sears-Roebuck Foundation have awarded the Chatham Association of Educators of Savannah, Ga., a $19,805 grant for its Growing Emotionally Through Self-Esteem Training project to prevent school dropout. The grant is one of six to be administered by NFIE and funded by a $100,000 grant from Sears' Early Learning Project.

The Savannah project, in place this year, aims to keep some 1,150 second through fifth graders in school. Its method: an after-class program offering a wide range of coping strategies. NFIE Executive Director Donna Rhodes explains that the program "enables teachers to give elementary school students a head start on the road to academic success."

The project stresses community involvement: conducting the sessions are trained teams of teachers, parents, and college students.

Young Readers Can Win $$$

Youngsters in grades K-6 are eligible to win a $1,000 U.S. savings bond for their future education in the Mott's Apple Awards program, cosponsored by the International Reading Association. NEA President Mary Hatwood Futrell is a member of the board of advisers that oversee the program.

The bonds will go to the 20 students who best describe—in 200 words or less—why they love reading and books. Children in kindergarten and first grade may explain their feelings through drawings. All entrants are asked to name the person—a teacher, reading specialist, or school librarian—who most inspired them to value reading. Each winner's teacher will receive $500 for school reading materials.

Deadline for entries is Dec. 15. For more information, contact Mott's Apple Awards, c/o International Reading Assn., 800 Barksdale Rd., Newark, DE 19714-8139.

Take Part in Mock Election

Make plans now to take part, along with your K-12 students, in *Time* magazine's 1988 mock election on Nov. 3. Just form and register a teacher-student or adult-child group to study election issues and vote on which Presidential candidate will win your state.

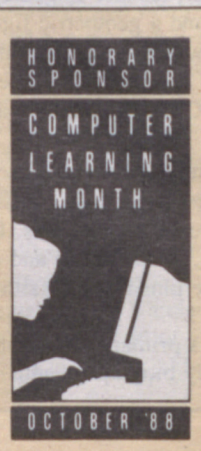
Groups will work with a state coordinator, their liaison with the project. They'll choose their own activities, designed to "educate and broaden the electorate and to encourage active participation in the political process by both young people and their parents." These activities are to include research and discussions about the election.

For registration and other information, contact National Student/Parent Mock Election, P.O. Box 36883, Tucson, AZ 85704, 1-800-523-5948 (in Pa., 1-800-637-8509).

Win a Computer System

October is Computer Learning Month, a national project designed to increase the number of persons receiving the benefits of technology. Spearheading the observance are the Software Publishing Association (SPA) and some 132 sponsors, including NEA.

As part of Computer Learning



Month activities, SPA is sponsoring nine separate contests for various groups—students of all ages, schools, community groups, youth groups, and adult groups. Subjects include the best student success story and lesson plans for early childhood education. Top prize in each contest is a computer system. Entry deadline is November 15.

For further information and for a free publication and other materials contact Computer Learning Month/ NEA at P.O. Box 6007, Palo Alto, CA 94306.

LOOKING BACK

► Monroe City, La., teachers on the TABS (Teamwork Approach for Better Schools) team at Berg Jones Elementary are well on their way to achieving their goal of a new school playground (Local Look, Nov. 1987). Many of the supplies and services required to construct the facility were donated by local businesses and individuals. The team arranged for volunteers, including the students themselves, to do much of the construction work—not just to cut costs, but so they'd have greater pride in their accomplishment.

The TABS team raised some $3,000 of the estimated $50,000 cost through sales and fundraisers. A $10,000 contribution from the Gannett Co., Inc., was used to fence in the playground area.

As a result of the story that appeared in *NEA Today*, Big Toys, a playground equipment company in Tacoma, Wash., sent a representative to Berg Jones to make construction recommendations. First grade teacher Lynn Nash explains that the playground will serve as a morale booster for some 800 pre-K to sixth graders. The school is in a largely poor neighborhood that includes a couple of housing projects. The playground will even offer a place where the school can field a soccer team and a safe place for children to ride bicycles.

► Voters in Clark County, Nev., approved a school bond issue in May—with the blessing of the Clark County Classroom Teachers Association ("Big Bucks for School Bonds," May/June). The bonds will fund about 17 new schools at all levels, including an alternative high school for "at risk" students. CCCTA President Barbara Belak explains that the affiliate had some reservations about the figures at first, but then not only came out in favor of the initiative, but actively lobbied and donated $6,000 to the citizens' fund that worked to get it passed.

"The bond issue passed overwhelmingly," notes Belak, adding that the school superintendent was overjoyed to get CCCTA support. "We were responsible for killing a bond issue not too long ago," she explains.

► A team of four students from Thomas Jefferson High School for Science and Technology in Fairfax County, Va. ("High Tech High," March 1987) has won a national computer competition and with it a coveted $1 million supercomputer for their school. The ETA10-P, which is capable of performing 375 million calculations per second, will boost the magnet school's resources to the cutting edge of technology.

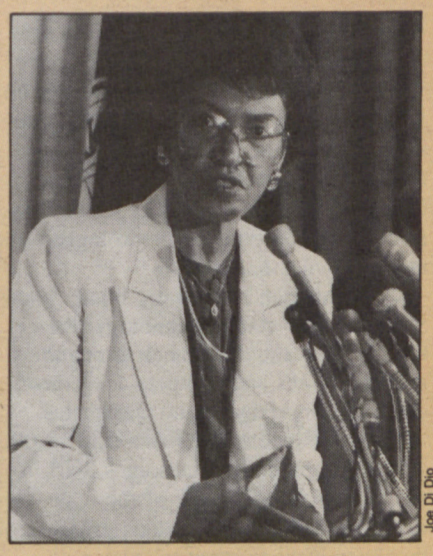
Student teams from some 1,500 schools across the country sent in their problems for the ETA10-P to the *Superquest* contest. In the final stages of the judging, four teams of four students each spent several weeks at the labs of ETA Systems (the Minnesota computer firm that sponsored the contest), running complex calculations through the ETA10-P. Winners were selected on the basis of scientific content and clarity of their problems, computational approach, creativity, and solutions.

Thomas Jefferson High plans to make the supercomputer available to secondary students at other schools in the Fairfax County area.

MAKING NEWS

At a back-to-school news conference at the National Press Club in Washington, D.C., in September, **NEA President Mary Hatwood Futrell** called for teachers to play a larger role in making decisions that affect teaching and learning and told America's young people to prepare themselves to take their places as productive citizens. Futrell challenged today's students to join the efforts of teachers, parents, administrators, and the private sector to improve the nation's public schools. "Suggest positive ways that your learning and your instructors' teaching can be enhanced," she advised. "Remember that this is *your* education. And *you* must help improve it."

NEA, together with the Environmental Protection Agency and the National PTA, has prepared a brochure for teachers and parents about the new asbestos regulations for schools that go into effect this month. The pamphlet—**"A B C's of Asbestos"**—suggests ways to avoid asbestos hazards and ensure that schools are complying with the new rules. NEA will mail copies of the publication to state affiliates.



Joe Di Dio

NEA President Mary Hatwood Futrell responds to reporters' questions during a back-to-school press conference.

After serving on the board of directors for the education committee of UNICEF for the past several months, NEA President **Mary Hatwood Futrell** has been named chair of the group. In her new post Futrell will be instrumental in shaping the direction of the education program of the U.S. Committee for UNICEF. The Committee's primary concern is informing the public about children in developing countries–especially about their nutrition, immunization, and education.

NEA's Health Information Network has launched a five-year national program to educate students about AIDS and about behaviors that place their health at risk. Helping support the effort is a $175,000 grant from the Atlanta-based U.S. Centers for Disease Control.

The Health Information Network plans to train UniServ staff in AIDS education so they can share their expertise with teachers in the locals they serve. Three state affiliates—not yet named at press time—will pilot the program for one year.

NEA created the Network in 1987 to establish educational initiatives that would combat physical ailments such as AIDS. "The CDC grant will bring the Health Information Network to a new level of activity," says Association President Mary Hatwood Futrell. "This latest effort is another example of NEA's commitment to the health and well-being of every American."

NEA is one of several cosponsors of a new project put together by Reader's Digest called ***"Reader's Digest* American Heroes in Education."** In each of the next three years, the magazine will honor 10 outstanding educators. Contest rules are contained in two special mailings that were sent to every school building in late August—one addressed to the school principal and the other to the faculty representative.

Introducing the first test that gives you all the answers.

If you've been looking for a standardized testing program that meets your assessment needs, you probably have no shortage of questions.

Fortunately, CTB/McGraw-Hill has all the answers.

You'll find them in the fourth edition of the *Comprehensive Tests of Basic Skills* (CTBS/4).

When we began developing the test nearly four years ago, we involved practicing educators and curriculum experts for their insights into how CTBS/4 could best meet their future requirements.

The result is a complete testing program that enables school districts to better determine overall educational needs, plan new programs, identify common class groupings, judge individual student needs and progress, and effectively report specific results to parents and the community.

CTBS/4 is the first test built specifically to provide both norm-referenced and curriculum-referenced data in a variety of formats. And because achievement results can be based on original 1988 base line norms, as well as on annually updated changes in national levels of achievement, you're assured of a testing program dedicated to meeting your district's needs for many years to come.

And to assure ease of transition, the CTBS/4 test system has been created to closely resemble those to which users of CTBS U and V, as well as more traditional tests of other publishers, have become accustomed.

Equally important, CTBS/4 content has the highest possible curricular relevance to what is currently being taught—including newly emerging holistic practices—as well as careful attention to considerations of possible bias from any source.

If you have questions about a new testing program that will progressively take your schools into the decade of the 1990s, call 800/538-9547.

We'll send you a package of special CTBS/4 Preview Materials and put you in touch with the CTB/McGraw-Hill Evaluation Consultant in your area.

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TECH TALK

Visually Impaired Students Benefit From Low-Vision Products

By John M. Williams

Sixteen-year-old Erik Stearns is visually impaired—and the Round Rock (Texas) High School junior is looking forward to an exciting future, thanks to applications of closed-circuit television (CCTV) and other technology. His goal: to become a meteorologist with astronomy as an avocation.

"Even though I'm legally blind," says Stearns, "low-vision technology like CCTV gives me the chance to attend regular classes and compete academically with my friends and classmates."

Stearns is one of the more than 18,000 visually impaired students ages 3-18 in the United States. Many of these students are making tremendous progress, thanks to closed-circuit television systems.

Unlike large-print books or audiotapes, CCTV systems allow visually-impaired readers to magnify material *they* choose. For example, the Vantage CCTV can magnify any type of printed material—magazines, newspapers, books—from three to 45 times its original size.

To use his CCTV, Stearns places material under the camera and adjusts the knob for focus, contrast, and brightness until he can read the text.

An auxiliary control permits underlining, overlining, and windowing, and makes it possible to present one line at a time. The CCTV also has a built-in typewriter.

The average price tag for a CCTV is $2,500, and that may be just the beginning. A second camera or computer can provide a second picture to view on a split screen. While one side of the screen shows the printed material under the built-in camera, the other side presents copy being shown on a computer screen. An external video camera can be added for looking at oversized sources—blackboards, for example.

Although Stearns' visual deficiency distinguishes him from most of his peers, he doesn't feel at a disadvantage.

"Technology is the equalizer for me," he says. "With the assistance of a CCTV or other device, I can see things clearly. I feel very good about myself."

Stearns uses one of his school's five CCTV systems about two hours a day. When he doesn't have access to the equipment, he uses a magnifying glass and a compact telescope.

CCTV has several key advantages over traditional methods of reading for the visually impaired:

► It reduces fatigue. Students using CCTV don't have to strain their necks, backs, and eyes by bending over to read or write on a desk.

► The ability to change polarity on the CCTV reduces glare and makes reading easier for light-sensitive students.

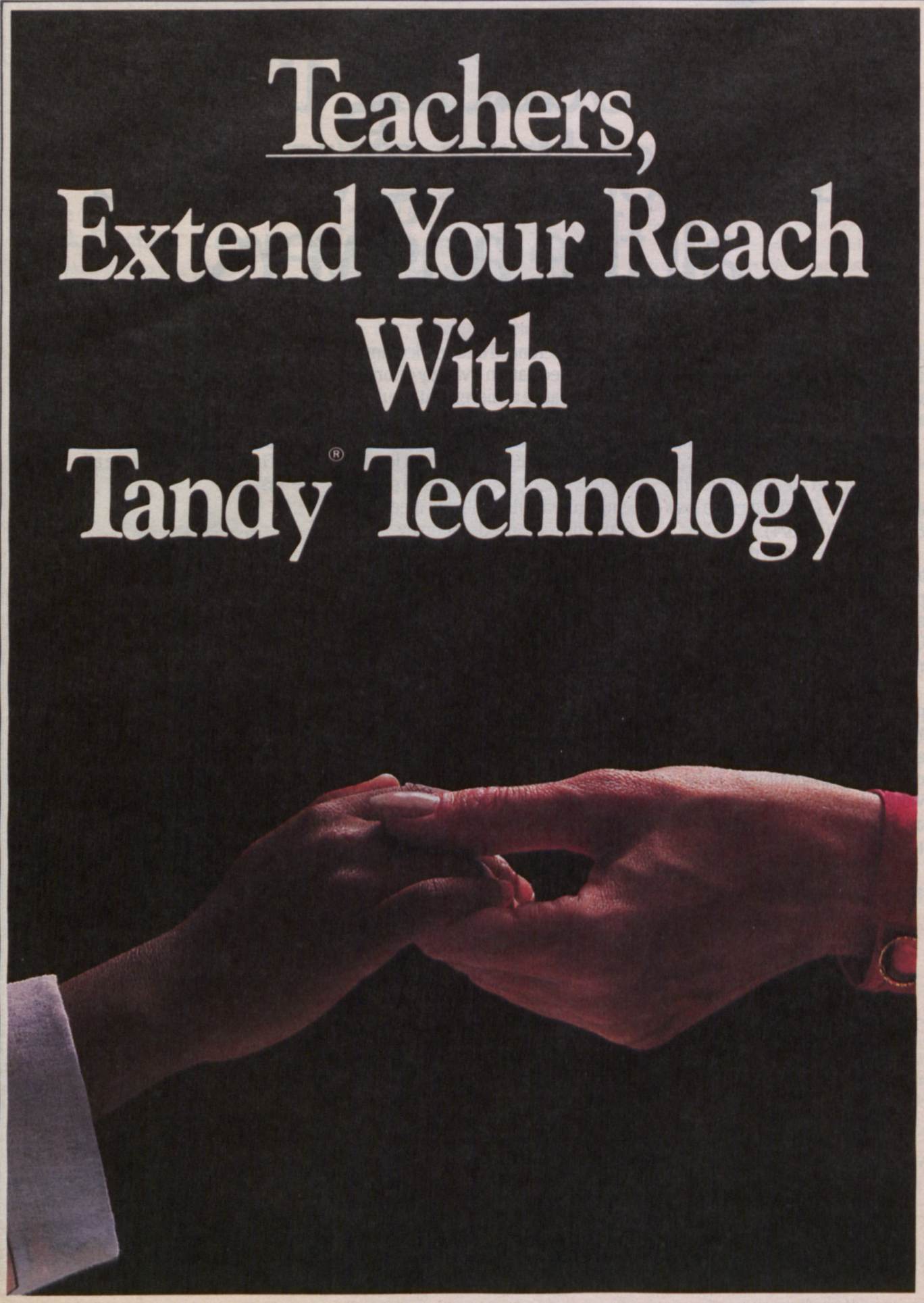
► It allows students greater use of their peripheral vision.

For Stearns, CCTV systems have just one major disadvantage: they're not portable.

Understandably, Stearns is high on the benefits that more advanced technology will offer the visually-impaired. "I believe the future will present us with tools that will enable visually-impaired people to live as normally as possible—and do anything we want to do."

John M. Williams is the editor and cofounder of *Special and Individual Needs Technology*, a monthly newsletter informing disabled and elderly people of the benefits technology provides.

A system like this one enables people with low vision to read material they'd otherwise find unreadable. And it can be adapted for use in most locations.



YOU AND YOUR RETIREMENT

Market Crash Jeopardizes Retirement Security

For most people, the record stock market crash of October 19, 1987, is already just a bit of history. For some older investors, however, it may well be a catastrophe from which they'll never recover.

Older people who had their entire life's savings in stocks might have seen their investments' value decline by more than 20 percent in that one day, as the Dow Jones Industrial Average did.

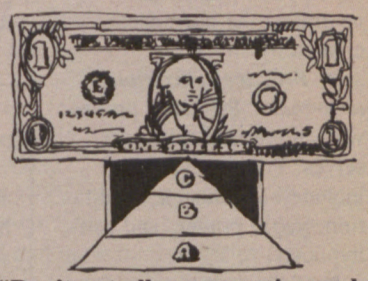
It's not unheard of for people to lose money in a general market decline—though not as suddenly as they did last October. Or they may have been encouraged to put their funds in risky ventures ill-suited to their financial situations. Even brokers and investment advisers who are on the up-and-up don't always have their clients' best interests in mind.

No one, of any age, wants to lose money he or she has invested—but for those investors nearing retirement, avoiding risk becomes increasingly important. Someone 30 years old who's wiped out financially has another 35 years of employment and stock market cycles to make up for the loss. But a 55-year-old has only about 10 years left to recoup losses from a market downturn.

So how do you go about protecting your retirement nest egg? First, build an investment pyramid.

An investment pyramid arranges your finances on a solid base of emergency savings—dependable insured and liquid assets. The middle level consists of income investments. These are financial instruments that aim to produce income and some growth. But the principal is not insured and—compared to bank savings accounts—it may be less convenient to cash in. At the pinnacle of the pyramid are growth investments. These offer both the opportunity for high growth and the risk of loss.

The key is to never advance to the next level until you've built a strong enough foundation to support it. If emergency savings are not sufficient to live on should all else fail, stop building until they are. If income investments won't ensure a comfortable retirement, don't risk money on something that could go bust.



"Don't put all your eggs in one basket." This old saying holds especially true when investing for retirement. If your money is in only one bank, bond, stock, or other investment, a single event could ruin you. Better to spread your money out among several complementary investments.

As people near retirement, they should probably *avoid* some investment options. These include:

► *Commodity futures*. Only experts with money should invest in these for retirement. The Commodities Futures Trading Commission estimates 95 percent of nonprofessional commodity traders lose money.*

► *Options and speculative stocks*. Some retirees begin investing in these risky areas simply out of boredom. They're often encouraged by brokers looking for fat commissions. But reading a few financial newsletters doesn't prepare an amateur to maneuver among these sophisticated investments.

► *Real estate*. Owning one's own home and perhaps a few rental properties is a suitable retirement strategy. But retirees shouldn't fall for the "get-rich-quick" seminars and books that promise easy money from real estate. Managing property is hard work—and money invested this way won't be easily accessible in emergencies.

Here are a few commonsense consumer tips.

► If you are going to need the money soon, for, say, retirement income or college tuition, don't invest what you can't afford to lose. If the investment isn't federally insured, ask yourself what you'd do if it failed.

► Gather all the information you can find on the organization you'll be giving your money to—and read it before you invest anything. A legitimate organization has nothing to hide.

► If it sounds too good to be true, it probably is.

*For information about spotting commodity trading fraud, write to the CFTC's Office of Public Information, 2033 K St., N.W., Washington, DC 20581.

We Have It All for Educators

As a teacher, you strive to keep up with the latest in education technology. New software programs, hardware innovations and computer techniques translate into quality classroom instruction. Radio Shack's Education Division wants to extend to you a very special opportunity to learn about and purchase Tandy education products for 1989.

Tandy computers for the classroom

Radio Shack appreciates the challenge faced by the teaching profession to stay current on instructional technology. We also recognize that it is easier to master new technology when you have it at home—away from the classroom environment.

Until November 30, 1988 you can receive a 20% education discount on the purchase of a Tandy computer system. Simply fill out the qualification coupon and purchase your system at any participating Radio Shack. Once you have your system, you can get on-line with the McGraw-Hill Information Exchange (MIX), the first national computer communications network dedicated to educators. Visit a participating Radio Shack store for details on a special telecommunications starter kit and try it for yourself!

Keep in touch with technology

When it comes to education, Radio Shack is your source for the finest in educational software as well as instructional devices such as VCRs, Camcorders, CD-ROM Drives, Speech Synthesizers, overhead projector displays and cassette recorders.

Radio Shack has combined the 3Com® network with the easy-to-use DeskMate User Interface to create SchoolMate, a network designed with educational management utilities.

Training and support

Radio Shack's Education Division is committed to helping teachers and administrators use their Tandy computers efficiently and effectively, with customized training and installation services, telephone support and System Administrator services. Our commitment to education is the same as yours . . . it's our #1 job!

October is "Computer Learning Month"

Radio Shack and The Learning Company are celebrating Computer Learning Month with The Children's Writing Contest. Prizes will include a child's trip to EPCOT Center, The Learning Company software, and a Tandy 1000 computer for the sponsoring school. Contest rules and entry forms are available in October at all participating Radio Shack Computer Centers, Stores and Dealers.

Teacher Appreciation Coupon

Radio Shack's Fall Teacher Opportunity Program (TOP) makes a special purchase offer to any teacher or school staff member. Take this coupon to any Radio Shack Store or participating dealer.

- Purchase a DCM 6 Direct-Connect Modem (26-1393, a $59.95 value) for only $35. The DCM 6 features full-duplex operation, originate/answer modes and 300-bps transmission.
- Purchase a Tandy personal computer system (any model with any desired options) for either 20% off the catalog price OR purchase the computer alone at the best promotional price available, and add the options and accessories at 20% off the catalog price of the item(s). (Sale prices and services are not discountable.)

To qualify for the computer purchase discount, complete this coupon and ask the Radio Shack store representative to attach it to an F-168 form and use control TC#030005. Offer ends November 30, 1988.

- I am currently a professional educator/staff/administrator of the educational institution named below.
- I will not resell the merchandise for at least one year.
- I understand that I am permitted to purchase only one system with this coupon.
- I give you permission to verify my eligibility as a staff member.

Name _____

Title _____

School District _____

_____

School Name _____

_____

Street _____

City/State/ZIP _____

School Telephone _____

Signature _____

Supervisor Statement

As duly authorized by the above-named institution, I certify that the educator named on this Appreciation Coupon is an employee of this institution.

Name _____

Representative Title _____

Signature _____

Notice: Coupon may be photocopied for school distribution.

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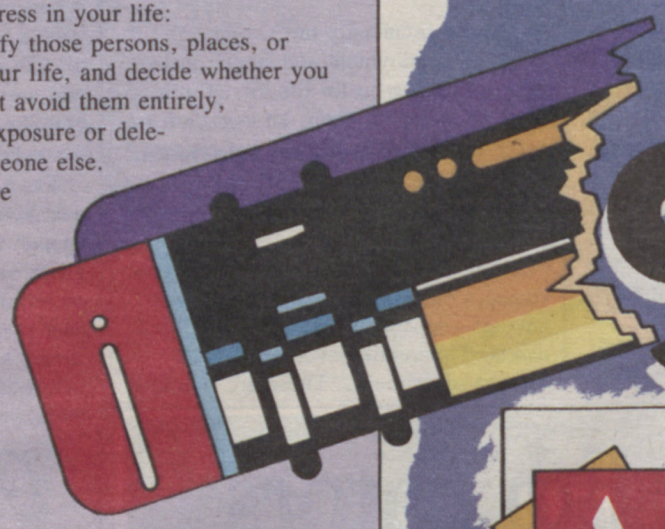
PERSONALLY SPEAKING

STRESS!



A little stress is a good thing. Try to imagine life without excitement and challenge. We need a certain amount of uncertainty and struggle, whether it's in our recreation or our job, to be at our best.

When stress becomes relentless and uncontrollable, however, it's no longer beneficial. Too much can literally kill us.

Stress is anything—pleasant or unpleasant—that places a physical or mental demand upon us. Virtually every major organ system responds to the challenge, producing more adrenalin and blood sugar, raising the blood pressure, and increasing the breathing and heart rate. Originally a survival mechanism, this heightened state of readiness can wear out our bodies if it lasts too long.

Stress can't be eliminated, but you can learn to handle it. Identify your major sources of stress and develop strategies to combat them.

Fighting Stress

To reduce the effects of stress in your life:

► *Avoid the source.* Identify those persons, places, or things that create stress in your life, and decide whether you really need them. If you can't avoid them entirely, perhaps you can limit your exposure or delegate the responsibility to someone else.

► *Exercise regularly.* Since stress is your body's way of preparing for action, it's logical that exercise is an antidote. When you work out, your brain produces relaxing chemicals, called endorphins, that neutralize the hormones created by stress.

► *Practice relaxation techniques.* Research proves we can learn to relax ourselves. Popular methods include biofeedback, meditation, yoga, prayer, and self-hypnosis.

► *Talk out your problems.* We often make mountains out of molehills; talking can help put things in perspective. If you can't ask friends, relatives, clergy, or a counselor for advice, try talking to yourself! Write down your problem and then brainstorm at least 10 solutions, no matter how impractical. You'll probably find a usable approach among them.

► *Have a hobby.* An absorbing interest or activity helps you forget daily pressures. Try to do something different from your job, so it's a change of pace. For example, if you have no managerial responsibilities at work, coach a sport. If you spend all day at a desk, do something active. If you teach something practical, try being artistic.

The method that works best for you will depend on what is causing the strain.

Job Stress

A recent study in the *American Journal of Public Health* links heart attacks directly to stressful jobs. According to the authors, job stress comes from the combination of high psychological demands with little latitude for making decisions. By this definition, a clerical worker's job can create greater strain than that of a doctor or lawyer.

If your job is wearing you down, do something about it:

► *Don't be afraid to ask for help.* Don't think admitting you have too much to do is a sign of weakness. Maybe you need an assistant, better equipment, or more realistic deadlines.

► *Don't stagnate.* Improving your job skills can help you gain control of your work situation.

► *Let your Association protect you.* If you're being harassed or treated unfairly, don't suffer in silence. Contact your local Association and learn your rights.

► *Seek professional help.* Find out if your Association-negotiated contract covers counseling for job- or family-related problems.

Stress and Your Diet

In response to stress, your body shuts down the operation of all "nonessential" activities, including digestion. This constant interruption can eventually lead to heartburn, ulcers, colitis, constipation, diarrhea, even perhaps some forms of cancer.

Proper diet can counteract many of these problems. If you are under a lot of stress, here are some ways you should modify your eating habits:

► *Salt.* Stress raises your blood pressure, and excess salt will only aggravate the situation.

► *Sugar.* In emergencies, your body produces more blood sugar for instant energy. When it's gone, you feel tired. Sugary foods amplify these swings.

► *Caffeine, sleeping pills, alcohol.* These can all disrupt your sleep patterns.

► *Fat.* Fats are harder to digest than other foods and can lead to indigestion and heartburn.

► *Skipping meals.* Eat several small meals rather than one big one to lessen the strain on your digestive system.

Eat more—

► *Fiber.* This will help prevent both constipation and diarrhea caused by stress.

► *Complex carbohydrates.* Foods like bread, grains, legumes, and pasta are converted to sugars slowly, so they provide energy without wild ups and downs.

► *Vitamins.* Not only does stress increase your need for vitamins—especially the B vitamins—but it also hinders their absorption. If you can't eat a well-balanced diet, consider a multivitamin supplement.

Symptoms of Stress

Most people don't respond to chronic stress with a nervous breakdown. The symptoms associated with stress-related illness can vary. All of the following can be caused by heavy, daily stress.

► Constant fatigue
► Digestive disorders
► High blood pressure
► Chronic headaches, backaches, or neck pain
► Rapid or irregular heartbeat
► Persistent colds, flus, or infections
► Inability to concentrate, forgetfulness, or poor physical coordination
► Sleep disorders
► Skin problems
► Alcohol and drug abuse
► Lack of appetite or compulsive overeating
► Sexual dysfunction
► Anxiety, depression, or irritability
► Irregular or missed menstrual periods
► Increased smoking
► Impulsive or irrational behavior.

These symptoms may also indicate a physical ailment, so check with your doctor first. If there's nothing organically wrong with your body, work to reduce the sources of stress in your life.

Let NEA Special Services Help

As a member, you can use NEA Special Services to make your life a little less stressful. Every product and service sponsored by your Association has been carefully researched to ensure that it provides quality, value, and security. You can save time and money by using these programs, and also enjoy the confidence of knowing that the Association stands behind everything it offers.

For more information, call the NEA Special Services Response Center any weekday, between 8:15 a.m. and 4:30 p.m., ET; 1-800-637-4636.

RESEARCH CLUES

Tracking and Achievement

By Robert McNergney and Martin Haberman

The expectations of others have dramatic effects on some students. Expectations serve as status symbols—or as self-fulfilling prophecies. They're the bases for scripts of life in schools—and the roles in the drama can be pathetically miscast; the performance, woefully misdirected. Some students indignantly reject the roles they're expected to play. But too many, although they may be outrageously miscast, fit themselves into the expectations the system has established for them and never get out. Those expectations often take the form of academic stratification, or tracking.

Adam Gamoran and Mark Berends of the University of Wisconsin, Madison, used two kinds of research findings to assess the effects of academic tracking on high school students. They drew on 18 ethnographic research studies—microscopic examinations of a few people in a few schools—to interpret findings from surveys about tracking. Then they used results from 16 U.S. and one British survey to judge how well ethnographic studies might apply to other people in different situations.

High schools typically have distinct academic, general, and vocational tracks. Survey results indicate academic-track students are more likely to go to college than nonacademic-track students and are likely to attain more schooling overall. No surprises there.

But survey data are limited in important ways, and survey researchers disagree on how tracking affects attitudes and student achievement. They don't know whether students and staff meant the same thing when they indicated track positions. More important, they don't know whether the track a student's in is the best measure of how stratification affects that student.

Ethnographic studies show clear track differences in students' academic experiences. Students in high-track classes cover more complex material more quickly than students in lower-track classes.

Tracking is also associated with student polarization, or patterns of proschool and antischool attitudes and behaviors, although both positive and negative attitudes toward school are found in every track. Moreover, polarization may result either from tracking or from preexisting differences among students—differences that exist in society, not just at school.

Some studies indicate that teachers view high-track students positively and low-track students negatively, perhaps behaving differently toward these groups as a result. Others indicate that students' within-school friendships are influenced by their tracks: high-track students form tighter cliques.

The researchers contend that despite the inconsistencies in survey analyses, the combined results of survey and ethnographic studies suggest that grouping and tracking do affect achievement.

For more information on tracking in high schools, read Adam Gamoran and Mark Berends (September 1987). *The Effects of Stratification in Secondary Schools: Synthesis of Survey and Ethnographic Research.*

You can get this publication by sending a $5 check (made out to "Center Document Service") to: National Center on Effective Secondary Schools, University of Wisconsin-Madison, Document Service, Room 242, 1025 W. Johnson St., Madison, WI 53706.

Robert McNergney is Director of the Commonwealth Center for the Education of Teachers, University of Virginia and James Madison University, Charlottesville, VA 22903; Martin Haberman is Professor at the School of Education, University of Wisconsin, Milwaukee, Milwaukee, WI 53201. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

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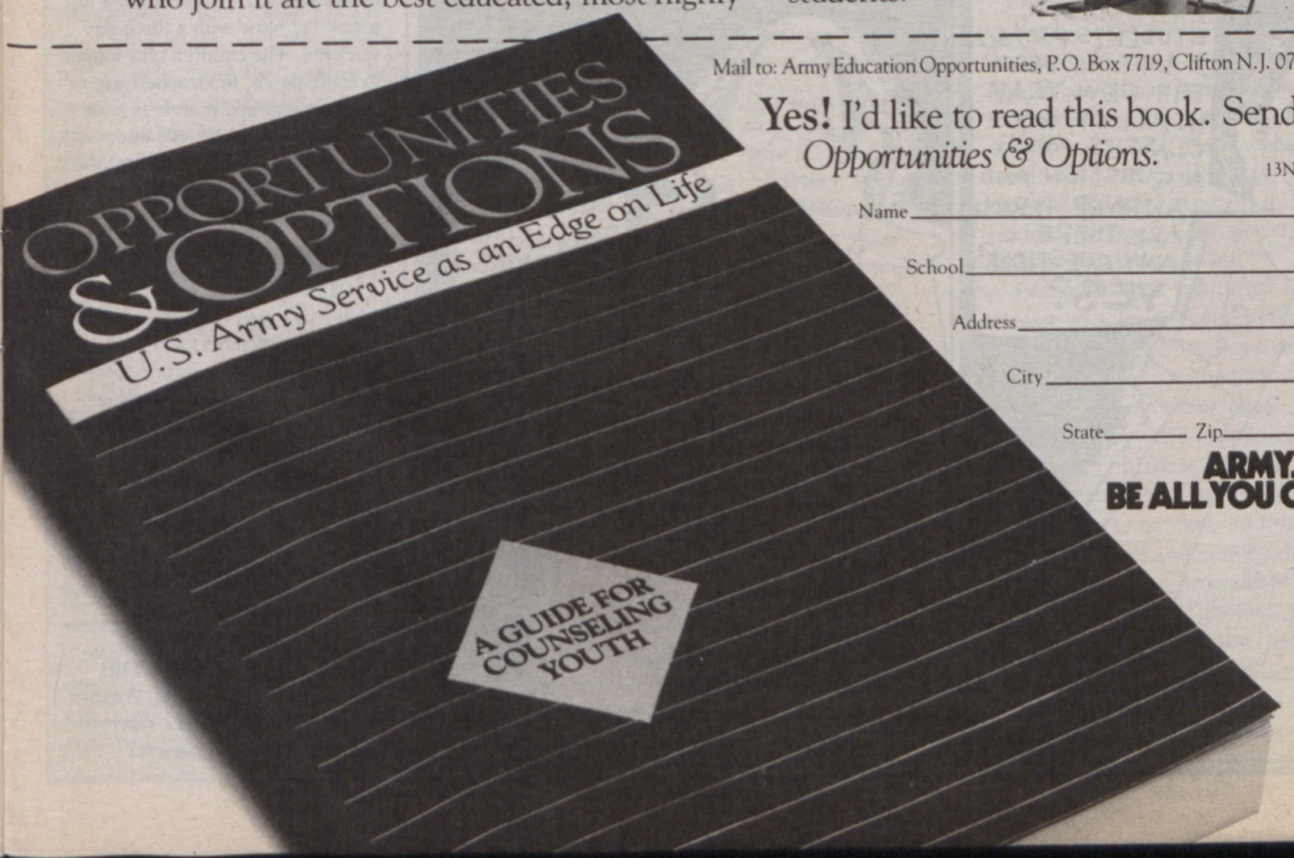

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Letters

Easton Reaction

I would like to thank you for the very fine coverage which your September cover story gave to our school district ("Easton, Pa. Teachers Take Bold Step into the Future," Sept.). Given the extraordinary response to the article from near and far, I must say that *NEA Today* has to be one of the most closely watched publications in the education world.

I believe shared governance will be a long, exciting, and sometimes difficult journey, but I believe and hope that it is not only necessary but highly satisfying as well.

William J. Moloney
Superintendent of Schools
Easton Area School District
Easton, Pennsylvania

In the 23 years that I have served as a member of the Easton Area School Board, I have not seen the kind of contagious excitement among our teachers that I see today as a result of our shared governance program.

Sad to say, in years past we had more than our share of conflict—as your article noted. A lesson that we have all learned is that cooperation is a better way to go.

There are many complexities ahead, and none of this will be easy, but the things that bind us all together are really much more important than the things that have sometimes broken us apart.

Let me finally note that your cover story has been a source of very widespread favorable comment throughout our community.

Robert A. Litz
President
Easton Area School Board
Easton, Pennsylvania

Poll Talk

Let me express my appreciation for including my "best purchase" (a pen) in the teacher poll roundup (September). Despite the misidentification (I'm a *he*), the point of actively caring via correspondence was made. A letter, a note, a bit of time, and a student's face will light up. Thanks for your consideration.

Mik Sutton
Ludington, Michigan

'Tomorrow Will Be Better; I Will Continue To Teach'

Today, I cried in the teachers' lounge—tears that stemmed from anger, frustration, and a sense of utter failure. Today the stress swamped my self-control.

I teach emotionally disturbed teenagers. I'm sure my feelings about my job reflect the emotions of teachers worldwide. Teaching is the most difficult and frustrating job imaginable.

My anger today was directed towards a 16-year-old who has manipulated me for two years. For two years I've worked with this child, developing programs, stretching myself to accommodate his needs. I've taken risks, standing up for him when no one else thought he was worth the struggle.

Yet today this student stood defiantly before me, saying, "This is all your fault. You could have made everything better. I told you I wanted to be in regular classes." Then, to bait me, "You hate me, don't you? You don't want me here any more. Admit it."

Of course, the standard reply would have been, "I don't hate you—I just hate the way you've been behaving." Yet a simmering anger tempted me to yell back, "That's right! I'm tired of putting up with you! I've had it!" Professionalism—or pride—held back the words.

He is so bright, this student—on occasion perceptive, witty, intuitive, and gentle. But he's also quick to hide these qualities; he's vulgar, obstinate, and cruel. This is the frustration of teaching the emotionally disturbed. There is so much this child could accomplish. Every day of failure allows a bit of his future to leak down the drain. I am supposed to be the stopper; but the seal is faulty. I have failed.

My tears themselves were the ultimate humiliation. Unleashing my frustration before my colleagues was demeaning; I was embarrassed and ashamed. The same teachers who watched me crumble had often commented that they didn't know how I did it—they could never put up with the behavior I have to deal with in my classroom. I had always laughed and expounded on the progress my students were making and my personal philosophy for teaching emotionally disturbed children.

Today, no one asked how I did it. Today, I couldn't do it any more. Today, I was too exhausted to begin the long climb back up to the starting point.

Even the support of my colleagues didn't help: their sympathy only reinforced my sense of failure. But I was grateful for their empathy. They provided me with a sense that I might, after all, have a future in education; they had been there and back. These veteran teachers, my friends, gave me hope: I, too, would survive.

Tomorrow will be better. I will continue to teach. And the children will learn.

Mary Pennington Link
Thibodaux, Louisiana

Well Said, But...

The September issue characterizes a quote from [Mexican American activist] Martha Jimenez as "Well Put!" I think Jimenez' comment is *said* well, but it's based on a misconception about the "English-language issue" and is therefore a push in the wrong direction.

Because it is now possible in our country to live an entire life within a community where English is not commonly spoken, it is also possible that universal communication—a truly basic necessity in a democracy—can disappear.

The issue is not "English only." It is English *officially*. Let us have one language that all of us speak. Then, if it is at all possible, let us all speak another language, too—any other.

But for the sake of our form of government, we must first agree there will be one language we can all use and be understood in, one language government will use universally.

The English language has filled that bill for quite a while. We might as well choose English as our official language.

Having an official language does not mean our differences and diversity will be diminished at all. It means that no matter how different we are or become, we will have one thing in common: we will be able to communicate with one another.

Lynn Olson
Lynnwood, Washington

A New Job for Futrell?

The first thing I read in *NEA Today* is President Mary Hatwood Futrell's column. In the September issue, Futrell says that her last column will appear in the June 1989 issue. But let's get Mary out of the NEA presidency before that. Let's try to terminate her presidency on January 20!

The Plan: a lot of letters to President-Elect Michael Dukakis urging him to ask Futrell to accept the post of Secretary of Education in the new cabinet. Mary would be terrific!

And what a change from William Bennett, who never spent a day in getting his education in any public school! He had no more qualification for the job than did Watt for Interior, Donovan for Labor, Meese for Attorney General, Casey for the CIA, Kirkpatrick for the UN, or Bork for the Supreme Court—to name just a few of President Reagan's appointees and would-be appointees.

Richard D. Rowley
Bellaire, Michigan

Hold Off on School

On the question "Should Schools Open Before Labor Day?" (September), I would have to agree with Michael Naples. It is nonproductive to bring us back before Labor Day and attempt to soften the blow with a three-day weekend. The children take longer to settle down, the teachers are discouraged, and morale is poor. We really would benefit by reexamining the gains against the drawbacks. I see no gains.

Celia Reinhart
Waterford, Connecticut

Homeless

I have just read "No Place Called Home" (September) and am truly alarmed. Our U.S. Representative, Bob Carr, is extremely sensitive to the plight of the hungry and homeless. Please send him a tearsheet of this timely article plus any other related material you may have.

Gertrude Overton
Pontiac, Michigan

OCTOBER
I ENJOY ENTHUSIASTIC STUDENTS AND SO I LIKE TO BEGIN THE NEW YEAR IN ALL OF MY CLASSES WITH A QUESTION AND ANSWER PERIOD ARE THERE ANY QUESTIONS? YES?
HOW MANY DAYS UNTIL CHRISTMAS VACATION?
STEVE BARROWS

Steve Barrows, an Association member and English teacher at U-32 High in East Montpelier, Vt., provided this month's cartoon.

Address correspondence to "Letters," NEA Today, 1201 Sixteenth Street, N.W., Washington, DC 20036. We reserve the right to edit letters for length.

Debate

Should Voting Be Compulsory?

Joe Di Dio

Bob Harding has taught American government for 31 years. For the last 20 of those years, he's chaired the social studies department at Southfield-Lathrup High School (Mich). He is vice-chair of the NEA Resolutions Committee and cochair of his local Association's Political Action Committee. Harding remembers the first time he voted—in 1952. He hasn't missed a U.S. election since.

YES

The time has come for compulsory voting to become the law of the land, joining compulsory education as a force for preserving our democratic heritage.

Compulsory voting would counteract an elitism that is part of the present system—and that contributes to declining voting percentages. In the 1984 Presidential election, 53.1 percent of those eligible voted. Although the turnout for recent U.S. congressional elections between Presidential elections averages 44 percent, in 1986 only 37.1 percent voted. Local government elections often attract only 5 to 15 percent of eligible voters.

What's more, the well-to-do vote more than the poor, whites more than minorities, white-collar workers more than blue-collar, and the middle-aged and elderly more than young adults.

A comic strip character described the situation neatly: "You never know what will happen in an election year. The voters may do something completely unexpected—like vote."

Are there democracies in the modern world where voting is compulsory? Indeed there are. In Australia, voter registration is permanent and nonvoters are fined. In the last election there, 94.2 percent of those eligible voted.

Belgium has a compulsory voting law; 93.6 percent voted in the last election. When the Netherlands repealed its compulsory voting law in 1970, voting percentages declined. The message: when people are compelled by law to vote, they will—otherwise, some won't.

Before voting is made compulsory, the elitist registration system must be eliminated. Throughout our history as a nation, registration has been a means for denying many people genuine suffrage. Recall the effects of poll taxes, literacy requirements, residency restrictions, and other, subtler barriers. In New York City, for example, the board of elections discards registration forms that are completed in pencil or signed on one side only or signed with a middle initial. For the less educated or the less confident, the registration process remains an obstacle.

Compulsory voting would require education employees, parents, and local governments to better prepare students for their future role as voters. Most K-12 social studies curriculums now teach students only about the history of our democracy, not about their role in it. We, as educators, have to teach our students how the system works so they can vote intelligently—or we will continue to allow the elitists to run our government as their own fiefdom.

Universal voting is both the essence of democracy and its most radical aspect. When people from all economic walks of life have an equal say in governance, ordinary power relationships are transformed. Compulsory voting would turn a government of, for, and by the few into a government of, for, and by the people. And, as Thomas Jefferson observed, "That government is the strongest of which every man feels himself a part."

Some people oppose compulsory voting on the grounds that it would infringe upon individual rights. Let me remind them that *rights* is just one side of the coin; the other is *responsibility*. To maintain our democracy, we have established certain mandatory duties—for example, public education, income taxes, and conscription during wartime. It's time we identified voting as a responsibility of citizenship.

Phil Rumbley

Vickie Bailey is president of the Hawkins affiliate of the Texas State Teachers Association. She has been teaching sixth grade at the Hawkins Middle School for 12 years. This year, she will serve as chair of her regional UniServ Advisory Council. She's voted—voluntarily—every year since 1964, and she helps her students look forward to the day when they can start voting, too.

NO

It's an old political truism: "Bad officials are elected by good citizens who do not vote." But to say that citizens should, by law, be forced to vote is another matter entirely.

As I read my copy of the U.S. Constitution, I notice that every article dealing with voting begins with the words "the rights of the citizen." A right is more like a privilege than like a responsibility. We advance as a nation because some of us choose to exercise our rights and privileges.

Something should be done about voter apathy, granted. But taking away freedom of choice is not the answer. Too many have fought and died for the freedoms that we enjoy—and yes, even abuse.

Even if compulsory voting were desirable, it raises many tough practical questions. If mandatory voting were the law of the land, would we maintain a right to abstain? How would our local, state, and national governments enforce this law? And, in this deficit-ridden economy, how would we finance this enforcement?

Problems with individual liberties cannot be solved through legal coercion. They can only be solved by individuals. Those who understand and are concerned about voter apathy must commit themselves to helping solve the problem. This means involvement by politicians and their staffs, party leaders, teachers, parents, and the media.

Many Americans don't vote because voter registration procedures are cumbersome or hard to understand. We must work to change the law and make voter registration fast and easy for all.

Many Americans don't vote because they feel society's problems are too big, too much out-of-hand, and too far away. They don't feel their vote will make a difference. Politicians, grassroots party leaders, and the media need to understand how national issues will affect their local area. Then they can break the issues down so that voters on the local level will feel an interest in them. People will be asking, How will this issue affect me? They'll start to debate the issues, and this will help them recognize that they can constructively contribute to the system.

Educators can have the greatest influence in encouraging young people to vote by showing enthusiasm for the political process. We must instill in our students not only the love of our heritage but respect for the process by which we became a great nation and, with their voluntary participation, will remain a great democracy.

Parents can educate their children about the rights we all enjoy, about the importance of each of our votes. The do this best by their example—by discussing political issues and by voting themselves. When parents realize their participation in the process is necessary, more voters will take part in elections—without any need for compulsion.

The most sought-after and fought-for right is the right of suffrage. Citizens must be brought to believe, as Edward Hale once said:

I am only one,
But still I am one.
I cannot do everything,
And because I cannot do everything,
I will not refuse to do the something
I can do.

The one thing I can do is choose to vote.

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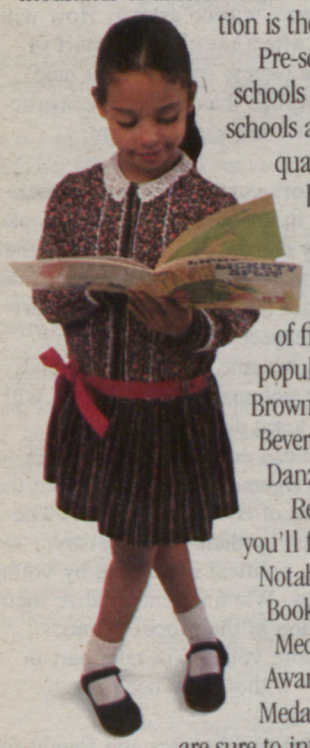

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